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# Utah's Early Childhood Core Standards

## Reading: Literature

### RL1 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
1. With prompting and support, ask and answer questions about details in a text.	<p><b>Teacher Guide p. 32</b> - Story Time</p> <p><b>Teacher Guide p. 80</b> - Story Time</p> <p><b>Teacher Guide pp. 183-184</b> - Story Time</p>

### RL2 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
2. Listen attentively and retell simple stories through conversation, art, movement, or drama	<p><b>Teacher Guide p. 150</b> - Library Center</p> <p><b>Teacher Guide p. 197</b> - Story Time</p> <p><b>Teacher Guide pp. 303</b> - Story Time</p> <p><b>Teacher Guide pp. 353-354</b> - Story Time</p>

### RL3 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
3. Retell stories with simple plots, including some details about characters, settings, and major events in a story (e.g., story webs).	<p><b>Teacher Guide p. 32</b> - Story Time</p> <p><b>Teacher Guide pp. 80 - 81</b> - Story Time</p> <p><b>Teacher Guide p. 150</b> - Library Center</p> <p><b>Teacher Guide p. 235</b> - Story Time</p> <p><b>Teacher Guide p. 289</b> - Story Time</p> <p><b>Teacher Guide p. 356</b> - Story Time</p>

## Reading: Literature (con't)

### RL4 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
4. With prompting and support, ask and answer questions about unknown words in a text.	<p><b>Teacher Guide p. 16</b> - Story Time</p> <p><b>Teacher Guide pp. 59 - 60</b> - Story Time</p> <p><b>Teacher Guide pp. 231 - 232</b> Story Time</p> <p><b>Teacher Guide pp. 286-287</b> - Story Time</p> <p><b>Teacher Guide p. 395</b> - Story Time</p> <p><b>Teacher Guide p. 445</b> - Story Time</p>

### RL5 CCCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
5. With prompting and support, recognize common types of texts (e.g., storybooks, poems).	<p><b>Teacher Guide p. 207</b> - Story Time</p> <p><b>Teacher Guide p. 262</b> - Story Time</p> <p><b>Teacher Guide p. 303</b> - Story Time</p> <p><b>Teacher Guide p. 445</b> - Story Time</p>

### RL6 CCCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
6. With prompting and support, discuss the role of the author and illustrator in telling the story.	<p><b>Teacher Guide p. 10</b> - Story Time</p> <p><b>Teacher Guide p. 67</b> - Story Time</p> <p><b>Teacher Guide p.131</b> - Story Time</p>

	<b>Teacher Guide p. 494</b> - Story Time
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## Reading: Literature (con't)

### RL7 CCCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
7. Use illustrations to tell the story when looking at a familiar book	<p><b>Teacher Guide p. 14</b> - Story Time</p> <p><b>Teacher Guide p. 23</b> - Story Time</p> <p><b>Teacher Guide p. 55</b> - Story Time</p> <p><b>Teacher Guide pp. 57 - 58</b> - Morning Meeting: It's Raining!</p> <p><b>Teacher Guide p. 131</b> - Story Time</p> <p><b>Teacher Guide p. 231</b> - Story Time</p> <p><b>Teacher Guide p. 259</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 289 - 290</b> - Story Time</p>

### RL9 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
9. Discuss characters and their experiences in familiar stories that are similar and different.	<p><b>Teacher Guide p. 41</b> - Story Time</p> <p><b>Teacher Guide pp. 57-58</b> Morning Meeting: It's Raining</p> <p><b>Teacher Guide p. 88</b> - Story Time</p> <p><b>Teacher Guide p. 105 - 106</b> Morning Meeting: Introduce Grandmother</p> <p><b>Teacher Guide pp. 107 - 108</b> - Story Time</p> <p><b>Teacher Guide p. 452</b> - Story Time</p>

**RL10 CCR Anchor Standard**

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

Utah Standard	Starfall Curriculum Alignment
10. Engage in storytelling and conversations with peers and adults about texts read.	<p><b>Teacher Guide p. 93</b> Story Time</p> <p><b>Teacher Guide p. 109</b> - Morning Meeting - "Did Little Red Hen Do the Right Thing?"</p> <p><b>Teacher Guide p. 303</b> - Story Time</p> <p><b>Teacher Guide p. 359</b> - Morning Meeting - Milk a Cow!</p> <p><b>Teacher Guide p. 494</b> - Story Time</p>

## Reading: Informational Text

**RI1 CCCR Anchor Standard**

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

Utah Standard	Starfall Curriculum Alignment
1. 1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.	<p><b>Teacher Guide p. 301</b>- Introduce Earth</p> <p><b>Teacher Guide p. 306</b> - Story Time</p> <p><b>Teacher Guide p. 309</b>- Story Time</p> <p><b>Teacher Guide p. 472</b> - Story Time</p>

**RI2 CCR Anchor Standard**

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

Utah Standard	Starfall Curriculum Alignment
<p>2. Listen to a wide variety of informational text.</p> <p>a. Participate in discussion on the topic.</p>	<p><b>Teacher Guide p. 401</b> - Morning Meeting -</p>

<p>b. Retell some details of a text in an appropriate sequence.</p>	<p>Introduce Ocean Animals</p> <p><b>Teacher Guide p. 567</b> - Small Group &amp; Exploration - Butterfly Life Cycle</p> <p><b>Teacher Guide p. 570</b> - Small Group &amp; Exploration</p>
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### RI3 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>3. With prompting and support, discuss information in a text, including differences, similarities, and comparisons to personal experiences.</p>	<p><b>Teacher Guide pp. 212-213</b> Morning Meeting - Let's Stay Healthy: Germs</p> <p><b>Teacher Guide pp. 237 - 238</b> Safety: Tub and Shower and At the Pool</p> <p><b>Teacher Guide p. 304</b> - The Solar System</p> <p><b>Teacher Guide p. 307</b> - The Stars</p>

### RI4 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>Teacher Guide p. 355</b> - Morning Meeting: <i>Introduce The Story of Milk</i></p> <p><b>Teacher Guide p. 422</b> - Story Time</p> <p><b>Teacher Guide p. 561</b> Story Time</p>

### RI5 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>5. With prompting and support, identify the front cover, back cover, and title page of a book.</p>	<p><b>Teacher Guide p. 155</b> - Story Time</p> <p><b>Teacher Guide p. 277</b> Library Center</p>

	<p><b>Teacher Guide p. 472</b> - Story Time</p> <p><b>Teacher Guide p. 491</b> - Story Time</p> <p><b>Teacher Guide p. 557</b> - Library Center</p>
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**RI6 CCR Anchor Standard**

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

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
6. Discuss the role of the author and illustrator/ photographer in presenting the ideas or information in a text.	<p><b>Teacher Guide p. 419</b> - Story Time</p> <p><b>Teacher Guide p. 472</b> - Story Time</p> <p><b>Teacher Guide pp. 402-403</b> - Story Time</p>

**RI7 CCR Anchor Standard**

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

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
7. With modeling and support, recognize that a relationship exists between the illustrations/photographs and the text (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p><b>Teacher Guide p. 355</b> - Morning Meeting: Introduce <i>The Story of Milk</i></p> <p><b>Teacher Guide pp. 402-403</b> - Story Time</p> <p><b>Teacher Guide p. 472</b> Story Time</p> <p><b>Teacher Guide p. 550</b> - Story Time</p>

**RI8 CCR Anchor Standard**

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

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
8. With modeling and support, identify key details in a text.	<p><b>Teacher Guide p. 355</b> - Morning Meeting: Introduce <i>The Story of Milk</i></p>

	<p><b>Teacher Guide p. 402-403</b> - Story Time</p> <p><b>Teacher Guide p. 406</b> - Story Time</p>
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### RI9 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
9. With prompting and support, participate in discussions to identify the similarities and differences between two texts on the same topic.	<p><b>Teacher Guide p. 406</b> Story Time</p> <p><b>Teacher Guide p. 464</b> - Library Center</p> <p><b>Teacher Guide p. 512</b> - Library Center</p>

### RI10 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
10. With modeling and support, actively engage in group reading activities with purpose and understanding.	<p><b>Teacher Guide p. 465</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 465</b> Construction Center</p> <p><b>Teacher Guide p. 472</b> - Story Time</p> <p><b>Teacher Guide p. 473</b> Morning Meeting: Big Machines</p>

## Reading: Foundational Skills

### RF1

Demonstrate understanding of the organization and basic features of print.

Utah Standard	Starfall Curriculum Alignment
<p>1. With guidance and support, recognize print in everyday life, such as numbers, letters, one's name, words, familiar logos and signs.</p> <p>a. Recognize that print is read from top to bottom and left to right.</p>	<p><b>Teacher Guide p. 43</b> Circle Time</p> <p><b>Teacher Guide p. 113</b> Circle Time: List <i>Bb</i> words, ASL <i>Bb</i></p> <p><b>Teacher Guide pp. 134 - 135</b> - Introduce <i>Tt</i></p> <p><b>Teacher Guide p. 185-</b> Gathering</p>



<p>b. Recognize that spoken words are represented in written language.</p> <p>c. Understand that letters are grouped to form words.</p> <p>d. Recognize some alphabet letters.</p> <p>e. Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).</p>	<p><b>Teacher Guide p. 277</b> Library Center</p> <p><b>Teacher Guide p. 336</b> - Circle Time - Review Beginning Sounds</p> <p><b>Teacher Guide p. 354</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 563</b> Circle Time - Introduce <i>Jj</i>, List <i>Jj</i> Words, ASL <i>Jj</i></p>
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## RF2

Demonstrate understanding of spoken words and sounds (phonemes).

Utah Standard	Starfall Curriculum Alignment
<p>2. With guidance and support, identify and discriminate between sounds (phonemes) in spoken language, such as attention to beginning and ending sounds (phonemes) of words.</p> <p>a. Begin to supply rhyming words in familiar songs/ jingles and orally match words that rhyme.</p> <p>b. Identify and separate syllables (word parts) in words.</p> <p>c. Identify words by syllables, beginning sounds, or individual sounds.</p> <p>d. Recognize initial and final sound of words.</p> <p>e. With modeling and <i>support</i>, identify individual phonemes (e.g., /d/, /s/, /t/).</p>	<p><b>Teacher Guide p. 89</b>-Gathering</p> <p><b>Teacher Guide p. 117</b> - Circle Time - Introduce Final /b/</p> <p><b>Teacher Guide p. 328</b> - Circle Time - Introduce /e/</p> <p><b>Teacher Guide p. 336</b> Circle Time - Review Beginning Sounds</p> <p><b>Teacher Guide p. 339</b> - Circle Time</p>

## RF3

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

Utah Standard	Starfall Curriculum Alignment
<p>3. With guidance and support, recognize that words are made up of letters and their</p>	<p><b>Teacher Guide p. 80</b> - Circle Time</p> <p><b>Teacher Guide p. 110-111</b> Circle Time</p>

<p>sounds.</p> <p>a. Begin to associate names of letters with sounds of the alphabet (e.g., initial sound of own name).</p> <p>b. (Begins in kindergarten section.)</p> <p>c. Begin to recognize some words that are seen frequently.</p> <p>d. Distinguish between letters and words that are the same or different.</p>	<p><b>Teacher Guide p. 243</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 308</b> - List Cc Words, ASL Cc</p> <p><b>Teacher Guide p. 369</b> - Writing Center</p> <p><b>Teacher Guide p. 394</b> - Introduce /d/</p> <p><b>Teacher Guide p. 399</b> - Introduce Dd, List Dd Words, ASL Dd</p> <p><b>Teacher Guide p. 585</b> - Circle Time/Match Letter and Picture Cards</p>
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## Writing

### W1 CCCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>1. Use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to represent and share feelings and ideas about a topic.</p>	<p><b>Teacher Guide p. 85</b> - Small Group and Exploration</p> <p><b>Teacher Guide p. 226</b> - Library Center</p> <p><b>Teacher Guide p. 265</b> - Story Time</p> <p><b>Teacher Guide p. 325</b> - Writing Center</p> <p><b>Teacher Guide p. 390</b> - Art Center</p> <p><b>Teacher Guide p. 416</b> - Writing Center</p> <p><b>Teacher Guide p. 515</b> - Morning Meeting: Things We Can Do</p>

### W2 CCCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>2. With modeling and support, use a combination of drawing, dictating, scribbling,</p>	<p><b>Teacher Guide p. 111</b> - Small Group &amp; Exploration</p>

<p>approximating letters, invented spelling, and using known letters to extend learning about a topic.</p>	<p><b>Teacher Guide p. 332</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 351</b> - Small Group &amp; Exploration</p>
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**W3 CCR Anchor Standard**

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

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
<p>3. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to describe parts of a story (e.g., characters, setting, sequence of events).</p>	<p><b>Teacher Guide p. 179</b> - Writing Center</p> <p><b>Teacher Guide p. 240</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 455</b> - Small Group &amp; Exploration</p>

**W5 CCR Anchor Standard**

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

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
<p>5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p> <p>a. Demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing.</p> <p>b. Respond to others and answer questions about drawing, dictation and/or writing.</p> <p>c. Start to produce writing that is legible, including the conventional formation of some upper- and lowercase manuscript letters, including those in own name.</p>	<p><b>Teacher Guide p. 325</b> - Writing Center</p> <p><b>Teacher Guide p. 416</b> - Writing Center</p> <p><b>Teacher Guide p. 498</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 501</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 545</b> - Small Group &amp; Exploration</p>

**W6 CCR Anchor Standard**

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

Utah Standard	Starfall Curriculum Alignment
6. Use a variety of writing/drawing tools and forms (e.g., notes, labels, letters, signs, stories, tape recorder, and computer) to create and share ideas.	<b>Teacher Guide p. 51</b> - Writing Center <b>Teacher Guide p. 127</b> - Writing Center <b>Teacher Guide p. 369</b> - Writing Center <b>Teacher Guide p. 514</b> - Writing Center <b>Starfall.com:</b> Let's Make a Calendar <b>Starfall.com:</b> Be My Valentine

**W7 CCR Anchor Standard**

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

Utah Standard	Starfall Curriculum Alignment
7. With guidance and support, participate in group activities that use developmentally appropriate writing to represent knowledge and/or opinion on a topic.	<b>Teacher Guide p. 259</b> - Story Time <b>Teacher Guide p. 400</b> -Small Group & Exploration <b>Teacher Guide p. 416</b> - Writing Center <b>Teacher Guide p. 501</b> Small Group & Exploration

**W8 CCR Anchor Standard**

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

Utah Standard	Starfall Curriculum Alignment
8. With guidance and support, recall information from provided sources (e.g., books, videos, pictures) to answer a question.	<b>Teacher Guide pp. 107 - 108</b> - Story Time <b>Teacher Guide pp. 183 - 184</b> - Story Time <b>Teacher Guide p. 395</b> - Story Time <b>Teacher Guide p. 545</b> - Small Group & Exploration

## Speaking & Listening

### SL1 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>1. Engage in conversations with peers and adults in small and larger groups, by talking about pictures, topics, and text.</p> <p>a. Use rules for discussions (e.g., listening to others and taking turns speaking about the picture, topics, and text).</p> <p>b. Take multiple turns during conversations.</p>	<p><b>Teacher Guide p. 13</b> - Circle Time</p> <p><b>Teacher Guide p. 114</b> - Story Time</p> <p><b>Teacher Guide pp. 229 - 230</b> - Morning Meeting: Safety: Inside School and On the Playground</p> <p><b>Teacher Guide p. 567</b> - Story Time</p>

### SL2 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>2. With guidance and support, ask and answer questions and make comments about print material, oral information, and other media (e.g., ask questions using where, when, why, and how).</p>	<p><b>Teacher Guide p. 401</b> - Introduce Ocean Animals</p> <p><b>Teacher Guide p. 515</b> - Morning Meeting: Things We Can Do</p> <p><b>Teacher Guide p. 559</b> - Morning Meeting: Growing and Changing</p> <p><b>Teacher Guide p. 586</b> - Story Time</p>

### SL3 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>3. With guidance and support, ask and answer questions to seek help or to learn more.</p>	<p><b>Teacher Guide p. 135</b> - Story Time</p> <p><b>Teacher Guide p. 259</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 383</b> - Morning Meeting: Review Pets, Farm Animals, and Wild Animals</p>

	<p><b>Teacher Guide p. 395</b> - Story Time</p> <p><b>Teacher Guide p. 525</b> - Morning Meeting: Determine Living and Nonliving</p>
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**SL4 CCR Anchor Standard**

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

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
4. With prompting and support, describe familiar people, places, things, and events	<p><b>Teacher Guide pp. 129 - 130</b> - Introduce Neighbors and Community</p> <p><b>Teacher Guide pp. 237 - 238</b> - Morning Meeting: Safety: <i>Tub and Shower</i> and <i>At the Pool</i></p> <p><b>Teacher Guide p. 327</b> - Morning Meeting: Pets</p> <p><b>Teacher Guide p. 374</b> - Morning Meeting: Compare and Contrast Habitats</p>

**SL5 CCR Anchor Standard**

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

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.	<p><b>Teacher Guide pp. 36 - 37</b> - Analyze the Spice Graph</p> <p><b>Teacher Guide p. 56</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 135</b> - Story Time</p> <p><b>Teacher Guide p. 562</b> - Introduce the Butterfly Life Cycle</p>

**SL6 CCR Anchor Standard**

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

Utah Standard	Starfall Curriculum Alignment
6. Speak audibly and express thoughts, feelings, and ideas clearly.	Teacher Guide p. 16 - Circle Time Teacher Guide p. 214 - Story Time Teacher Guide p. 404 - Ocean Mural Teacher Guide p. 431 - "My Turn, Your Turn"

**Language**

**L1 CCR Anchor Standard**

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

Utah Standard	Starfall Curriculum Alignment
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print some letters of the alphabet, including those in own name.  b. Use frequently occurring nouns and verbs.  c. Orally use singular and plural nouns, (e.g., bird, birds; house, houses; tree, trees).  d. Respond to and ask questions (e.g., who, what, where, when, why, and how).  e. Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  f. Speak in sentences of varying lengths and complexity to communicate ideas.	Teacher Guide p. 77 - Writing Center  Teacher Guide p. 259 - Small Group & Exploration  Teacher Guide p. 335 - Small Group & Exploration  Teacher Guide p. 347 - Writing Center  Teacher Guide p. 514 - Writing Center

## L2 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Recognize that there are upper and lower case letters.</p> <p>b. (Begins in kindergarten.)</p> <p>c. (Begins in kindergarten.)</p> <p>d. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).</p>	<p><b>Teacher Guide p. 103</b> - Writing Center</p> <p><b>Teacher Guide p. 136</b> Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 547</b> - Circle Time</p>

## L4 CCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>4. With prompting and support, clarify the meaning of unknown and multiple meaning words and phrases.</p> <p>a. With prompting and support, connect new vocabulary with known words and experiences.</p> <p>b. With prompting and support, use some known inflections and affixes with familiar words (e.g., -ed, -s, re-, un-, pre-, -ful, -less).</p>	<p><b>Teacher Guide pp. 16-17</b> - Story Time</p> <p><b>Teacher Guide pp. 59 - 60</b> - StoryTime</p> <p><b>Teacher Guide pp. 78 - 79</b> - Morning Meeting: Introduce <i>Red</i> and <i>Orange</i></p> <p><b>Teacher Guide pp. 131 - 132</b> Story Time</p>



### L5 CCR Anchor Standard

Demonstrate understand of figurative language, word relationships, and nuances in word meanings.

Utah Standard	Starfall Curriculum Alignment
<p>5. With guidance and support, explore word relationships and nuances in word meanings.</p> <p>a. Discuss commonalities and differences and sort objects (e.g., shapes, foods).</p> <p>b. Compare commonalities and differences by identifying opposites using descriptive words (e.g., big/little, short/ long, large/small, happy/sad).</p> <p>c. Access prior knowledge and experiences to identify connections between words and their applications to real life.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action through creative or dramatic play, (e.g., whisper, speak, and yell).</p>	<p><b>Teacher Guide pp. 18-19</b> - Morning Meeting: What's the Weather</p> <p><b>Teacher Guide p. 77</b> - Math Center</p> <p><b>Teacher Guide p. 236</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 361</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 514</b> - Math Center</p> <p><b>Teacher Guide p. 523</b> - Story Time</p>

### L6 CCCR Anchor Standard

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

Utah Standard	Starfall Curriculum Alignment
<p>6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Teacher Guide p. 70</b> - Circle Time</p> <p><b>Teacher Guide p. 245</b> - Story Time</p> <p><b>Teacher Guide p. 373</b> - Story Time</p>

## Mathematics

### COUNTING AND CARDINALITY (CC)

**Cluster: Know number names and count sequence.**

Utah Standards	Starfall Curriculum Alignment
1. Begin to count to 20 by ones.	<p><b>Teacher Guide p. 12</b> - Gathering</p> <p><b>Teacher Guide pp. 205-206</b> - Morning Meeting: Let's Stay Healthy</p> <p><b>Teacher Guide p. 514</b> - Math Center</p>
2. in the sequence of 1–10, understand that numbers come “before” or “after” one another.	<p><b>Teacher Guide p. 37</b> - Circle Time</p> <p><b>Teacher Guide p.42</b> - Gathering</p> <p><b>Teacher Guide p. 307</b>- Morning Meeting: The Stars</p>
3. Count a number of objects 0–10 and associate with a written numeral.	<p><b>Teacher Guide p. 81</b> - Small Group and Exploration</p> <p><b>Teacher Guide p. 180</b> - Math Center</p> <p><b>Teacher Guide p. 191</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 287</b> - Small Group &amp; Exploration</p>

**Cluster: Count to tell the number of objects.**

<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. Use one-to-one correspondence when counting objects.</p> <p>b. Develop ability to respond to the question “how many” after counting the objects in a set (beginning cardinality understanding).</p>	<p><b>Teacher Guide p. 22</b> - Gathering</p> <p><b>Teacher Guide p. 42</b> - Gathering</p> <p><b>Teacher Guide p. 81</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 104</b> - Math Center</p> <p><b>Teacher Guide p. 204</b> - Math Center</p> <p><b>Teacher Guide p. 228</b> - Math Center</p>
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c. Understand that each number name in sequence 0–10 means one more.	
5. Count as many as 10 objects arranged in a line.	<p><b>Teacher Guide p. 12</b> - Gathering</p> <p><b>Teacher Guide p. 38</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 377</b> - Morning Meeting: Estimate Frog Hops</p>

**Cluster: Compare numbers.**

<p><b>6.</b> With modeling and support, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p>	<p><b>Teacher Guide p. 38</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 396</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 491</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 549</b> - Graph Favorite Fruits &amp; Vegetables</p>
<p>7. Associate quantities with written numerals 1–10.</p> <p>*(Include groups with up to ten objects.)</p>	<p><b>Teacher Guide p. 104</b> - Math Center</p> <p><b>Teacher Guide p. 128</b> - Math Center</p> <p><b>Teacher Guide p. 152</b> - Math Center</p> <p><b>Starfall.com</b> - Math: Songs, Numbers</p> <p><b>Teacher Guide p. 440</b> - Computer Center</p>

## Mathematics

### OPERATIONS AND ALGEBRAIC THINKING (OA)

**Cluster: UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.**

<b>Utah Standards</b>	<b>Starfall Curriculum Alignment</b>
<p>1. Explore adding and taking away with concrete objects and patterns (e.g., fingers, blocks, dominoes, Unifix cubes, two-sided counters, toys).</p>	<p><b>Teacher Guide p. 37</b> - Circle Time</p> <p><b>Teacher Guide p. 208</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 469</b> - Small Group &amp;</p>

	<p>Exploration</p> <p><b>Starfall.com</b> - Math: Add and Subtract</p>
<p>2. Begin to explore adding and taking away of objects in a set.</p> <p>a. Solve an addition problem by combining (adding) two or more sets of objects to find out how many in all (within five).</p> <p>b. Solve a subtraction problem by removing (subtracting) objects from a set of up to five objects.</p>	<p><b>Teacher Guide p. 37</b> - Circle Time</p> <p><b>Teacher Guide p. 208</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 469</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 524</b> - Small Group &amp; Exploration</p> <p><b>Starfall.com</b> - Math: Add and Subtract</p>
<p>3. Explore different ways a set of objects can be decomposed within five.</p> <p>4. Explore different ways sets of objects can be combined to make a new set within five.</p> <p>a. Begins to recognize that a set remains the same amount if physically rearranged.</p> <p>5. Say the number created by combining (adding) or removing (subtracting) objects within five.</p>	<p><b>Starfall.com</b> - Math: Add and Subtract- Word Problems</p> <p><b>Teacher Guide p. 382</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 491</b> - Small Group &amp; Exploration</p>
<p>6. Duplicate, extend, and create simple patterns (e.g., ababab).</p>	<p><b>Teacher Guide p. 87</b> - Circle Time</p> <p><b>Teacher Guide p. 278</b> - Math Center</p> <p><b>Teacher Guide p. 281</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 488</b> - Math Center</p>

**NUMBERS & OPERATIONS IN BASE TEN (NBT)**

**Cluster: Work with numbers 11–19 to gain foundations for place value.**

<p>1. (Begins in kindergarten section. Foundational skills of 0–10 are found in other mathematical standards.)</p>	
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## MEASUREMENT AND DATA (MD)

**Cluster: Describe and compare measurable attributes.**

Utah Standards	Starfall Curriculum Alignment
<p>1. Describe objects using vocabulary specific to measurable attributes (e.g., length [long/short], weight [heavy/light], size [big/small], and distance [near/far]). a. Organize data to make simple graphs using words: same, more, less.</p>	<p><b>Teacher Guide p. 88</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p.309</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 361</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 446</b> - Small Group &amp; Exploration</p>
<p>2. Compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).</p>	<p><b>Teacher Guide p. 217</b> Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 218</b> Morning Meeting: Order and Compare Short to Tall</p> <p><b>Teacher Guide p. 309</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 446</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 450</b> - Morning Meeting: Measure Height</p> <p><b>Teacher Guide p. 488</b> - Math Center</p> <p><b>Teacher Guide p. 520</b> - Small Group &amp; Exploration</p>

**Cluster: Classify objects and count the number of objects in each category.**

<p>3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p>	<p><b>Teacher Guide p. 77</b> - Math Center</p> <p><b>Teacher Guide p. 88</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 383</b> - Morning Meeting: Review Pets, Farm Animals, and Wild Animals</p> <p><b>Teacher Guide p. 514</b> - Math Center</p>
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## GEOMETRY (G)

**Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

Utah Standards	Starfall Curriculum Alignment
1. Identify basic shapes by name and in the environment.	<p><b>Teacher Guide p. 40</b> - Compare Shapes</p> <p><b>Teacher Guide p. 43</b> - Circle Time</p> <p><b>Teacher Guide pp. 140 - 141</b> Morning Meeting: Safety Signs</p> <p><b>Teacher Guide p. 311</b> - Small Group &amp; Exploration</p>
2. Identify and name basic shapes regardless of their orientations (the way the object is turned or flipped) or size.	<p><b>Teacher Guide pp. 66-67</b> - Circle Time</p> <p><b>Teacher Guide p. 495</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 502</b> - Shape Game</p>
3. Begin to recognize basic shapes as two-dimensional ("flat") or three-dimensional ("solid").	<p><b>Teacher Guide p. 311</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 495</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 558</b> - Math Center</p>

**Cluster: Analyze, compare, create, and compose shapes.**

4. With prompting and support, describe basic two- and three-dimensional shapes.	<p><b>Teacher Guide p. 40</b> - Circle Time</p> <p><b>Teacher Guide pp. 66-67</b> Circle Time</p> <p><b>Teacher Guide pp. 140 - 141</b> Morning Meeting: Safety Signs</p>
5. Create basic shapes using media and basic drawing tools.	<p><b>Teacher Guide p. 311</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p.542</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math</p>

<p>6. Explore combining basic shapes to create new shapes.</p>	<p><b>Teacher Guide p. 108</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 156</b> - Small Group &amp; Exploration</p> <p><b>Starfall.com</b> Math: Geometry and Measurement (Make Shapes)</p>
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## Approaches to Learning and Science (AL & S)

**Standard 1: Students will learn the processes, communication, and nature of science.**

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
<p>The child displays an orientation to learning.</p> <p>1-2. Displays a sense of curiosity and willingness to try new things.</p> <p>a. Uses senses to explore people, objects, and the environment.</p> <p>b. Seeks opportunities to participate in new activities.</p> <p>c. Asks questions for further information.</p> <p>d. Creates or suggests new activities.</p>	<p><b>Teacher Guide p. 152</b> Discovery Center</p> <p><b>Teacher Guide p. 180</b> - Discovery Center</p> <p><b>Teacher Guide pp. 185-186</b> - Morning Meeting: Senses Walk</p> <p><b>Teacher Guide p. 195</b> - Morning Meeting: Use Your Senses- What's in the Bag?</p> <p><b>Teacher Guide p. 442</b> - Discovery Center</p> <p><b>Teacher Guide p. 513</b> - Construction Center</p> <p><b>Teacher Guide p. 515</b> Morning Meeting: Things We Can Do</p> <p><b>Teacher Guide Seasonal Holidays p. 7</b> - Fall Walk</p>
<p>3-5. Demonstrates confidence in a range of abilities.</p> <p>a. Shows ability to acquire and process new information.</p> <p>b. Shows imagination and creativity in approaching tasks and activities.</p> <p>c. Asks questions and seeks new information.</p>	<p><b>Teacher Guide p. 128</b> - Discovery Center</p> <p><b>Teacher Guide p. 228</b> - Discovery Center</p> <p><b>Teacher Guide p. 348</b> - Discovery Center</p> <p><b>Teacher Guide p. 393</b> - Introduce Birds</p> <p><b>Teacher Guide p. 536</b> - Discovery Center</p> <p><b>Teacher Guide p. 557</b> - Dramatic Play Center</p>

**Standard 1: Students will learn the processes, communication, and nature of science  
(Continued).**

<p>Child develops abilities and skills that promote learning.</p> <p>1. Persists in completing tasks.</p> <p>a. Attempts tasks until satisfied with results.</p> <p>b. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.</p>	<p><b>Teacher Guide p. 64</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 128</b> - Discovery Center</p> <p><b>Teacher Guide p. 262</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 473</b> - Morning Meeting: Big Machines</p> <p><b>Teacher Guide p. 487</b> - Construction Center</p> <p><b>Teacher Guide p. 535</b> - Construction Center</p>
<p>2. Works collaboratively with others.</p> <p>a. Helps, shares, and cooperates in a group; demonstrates sharing and turn taking.</p> <p>b. Uses socially appropriate behavior with peers and adults, such as helping.</p> <p>c. Follows simple rules, routines, and common directions.</p> <p>d. Accepts responsibility (e.g., cleans up, does own share of work, accepts assigned role).</p>	<p><b>Teacher Guide p. 19</b> - Learning Centers</p> <p><b>Teacher Guide p. 54</b> - Circle Time</p> <p><b>Teacher Guide pp. 58 - 59</b> - Circle Time</p> <p><b>Teacher Guide p. 127</b> - Construction Center</p> <p><b>Teacher Guide p. 167</b> - Story Time</p> <p><b>Teacher Guide p. 179</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 245</b> - Story Time</p> <p><b>Teacher Guide p. 269</b> - Gathering</p> <p><b>Teacher Guide p. 415</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 536</b> Discovery Center</p>
<p>3. Approaches tasks with organization.</p> <p>a. Uses a variety of strategies to solve a problem.</p> <p>b. Experiments with different uses for objects and applies knowledge to new situations.</p> <p>c. Demonstrates age-appropriate in-</p>	<p><b>Teacher Guide p. 33</b> - Where is Gingerbread Boy?</p> <p><b>Teacher Guide p. 128</b> - Discovery Center</p> <p><b>Teacher Guide p. 466</b> - Discovery Center</p> <p><b>Teacher Guide p. 487</b> - Construction Center</p> <p><b>Teacher Guide p. 536</b> - Discovery Center</p>



dependence in a range of activities, routines, and tasks.	<p><b>Teacher Guide p. 539</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 558</b> - Discovery Center</p>
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**Standard 2: Students will gain an understanding of earth and space science.**

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
1. Actively explore/experiment and the environment.	<p><b>Teacher Guide p. 256</b> - Discovery Center</p> <p><b>Teacher Guide p. 300</b> - Discovery Center</p> <p><b>Teacher Guide p. 539</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 543</b> - Morning Meeting: Carrot Experiment</p>
2. Show interest and curiosity in indoor and outdoor environments.	<p><b>Teacher Guide Seasonal Holidays p. 47</b> - Recycling Activities</p> <p><b>Teacher Guide p. 181</b> - Gathering</p> <p><b>Teacher Guide p. 301</b> - Introduce Earth</p>
3. Ask questions for further information.	<p><b>Teacher Guide p. 266</b> - Morning Meeting "Will the Wind Blow?"</p> <p><b>Teacher Guide p. 355</b> - Morning Meeting: Introduce the Story of Milk</p> <p><b>Teacher Guide p. 542</b> - Story Time</p>

<p>1. Discuss the things that are done in the daytime and the things that are done at night.</p> <p>a. Begin to understand and use time concepts: yesterday, today, tomorrow, morning, afternoon, night.</p>	<p><b>Teacher Guide p. 13</b> Learning Centers</p> <p><b>Teacher Guide pp. 279-280</b> - Morning Meeting: Day and Night</p> <p><b>Teacher Guide p. 282</b> - Gathering</p> <p><b>Teacher Guide p. 282</b> - Morning Meeting: Pajama Fashion Show</p> <p><b>Teacher Guide p. 303</b> - Small Group &amp; Exploration</p>
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<p>2. Describe the changes in the physical attributes of the sky from day to night.</p>	<p><b>Teacher Guide p. 281</b> Story Time</p> <p><b>Teacher Guide p. 285</b> - Morning Meeting- Patterns: Day/Night and Seasons</p> <p><b>Teacher Guide p. 307</b> - Morning Meeting: The Stars</p>
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<p>1. Discuss the changes in the earth as seasons change.</p> <p>2. Compare the differences in temperature as the weather changes.</p> <p>3. Describe why certain clothing is appropriate to each season.</p>	<p><b>Teacher Guide p. 15 - Morning Meeting:</b> Introduce the Weather</p> <p><b>Teacher Guide p. 268</b> - Story Time</p> <p><b>Teacher Guide p. 269</b> - Morning Meeting: Weather Riddles</p> <p><b>Teacher Guide p. 277</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 285</b> - Morning Meeting- Patterns: Day/Night and Seasons</p> <p><b>Teacher Guide p. 291</b> - Morning Meeting - “My Favorite Season” Chart</p> <p><b>Teacher Guide Seasonal Holidays p. 39</b> Four Seasons</p>
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**Standard 3: Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.**

Utah Standard	Starfall Curriculum Alignment
<p>1. Actively explore/experiment the properties of movement.</p>	<p><b>Teacher Guide p. 466</b> - Discovery Center</p> <p><b>Teacher Guide p.473</b> - Morning Meeting: Big Machines</p> <p><b>Teacher Guide p. 478</b> - Small Group &amp; Exploration</p>

<p>2. Ask questions about movement for further information.</p>	<p><b>Teacher Guide p.473</b> - Morning Meeting: Big Machines</p> <p><b>Teacher Guide p.475</b> - Small Group &amp; Exploration</p>
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	<b>Teacher Guide p. 476</b> - Morning Meeting: Estimate Rolling Speed
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3. Observe, compare, and describe the changes in movement on different surfaces or inclines.	<b>Teacher Guide p.473</b> - Morning Meeting: Big Machines  <b>Teacher Guide p.475</b> - Small Group & Exploration  <b>Teacher Guide p. 476</b> - Morning Meeting: Estimate Rolling Speed  <b>Teacher Guide p.487</b> Construction Center
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1. Match models of objects with the real thing.	<b>Teacher Guide p. 347</b> - Dramatic Play Center and Construction Center  <b>Teacher Guide p. 325</b> - Construction Center  <b>Teacher Guide p. 416</b> - Discovery Center
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2. Know that non-living things do not need care and feeding like living things do.	<b>Teacher Guide p. 521</b> - Characteristics of Living Things  <b>Teacher Guide p. 514</b> - Discovery Center  <b>Teacher Guide p. 525</b> - Morning Meeting: Determine Living and Nonliving
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**Standard 4: Students will gain an understanding of life science through of living things. the study of changes in organisms over time and the nature.**

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
1. Actively explore living things.	<b>Teacher Guide p. 374</b> Morning Meeting: Compare and Contrast Habitats  <b>Teacher Guide p. 543</b> - Carrot Experiment  <b>Teacher Guide p. 562</b> - Morning Meeting: Introduce the Butterfly Life Cycle

2. Ask questions for further information about living things.	<b>Teacher Guide p. 355</b> - Morning Meeting: Introduce the Story of Milk  <b>Teacher Guide p. 417</b> - Morning Meeting:
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	<p>Introduce Dinosaurs</p> <p><b>Teacher Guide p. 537</b> - Morning Meeting: Seeds</p>
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<p>3. Collect information about living things.</p>	<p><b>Teacher Guide p. 512</b> - Art Center</p> <p><b>Teacher Guide p. 514</b> - Discovery Center</p> <p><b>Teacher Guide p. 515</b> - Morning Meeting: Things We Can Do</p>
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<p>1. Describe the needs of plants and animals and how to keep them alive.</p>	<p><b>Teacher Guide p. 521</b> - Morning Meeting: Characteristics of Living Things</p> <p><b>Teacher Guide p. 525</b> - Morning Meeting: Determine Living and Nonliving</p> <p><b>Teacher Guide p. 539</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 540</b> - Morning Meeting: Miss MacDonald</p>
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<p>2. Name and identify most parts of the human body.</p>	<p><b>Teacher Guide p. 31</b> - Circle Time</p> <p><b>Teacher Guide p. 181 - 182</b> Morning Meeting: The Five Senses</p> <p><b>Teacher Guide p. 205</b> - Morning Meeting: <i>Where Is My Head?</i></p> <p><b>Teacher Guide p. 244</b> - Morning Meeting: Warm Up Your Brain</p>
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<p>3. Actively explore and discuss major parts of plants (e.g., roots, stem, leaf, flower, trunk, branches).</p>	<p><b>Teacher Guide Seasonal Holidays p. 6</b> - Fall Tree</p> <p><b>Teacher Guide p. 393</b> - Morning Meeting: Introduce Birds</p>
<p>4. Explore the parts of different animals (e.g., skin, fur, feathers, scales; hand, wing, flipper, fin).</p>	<p><b>Teacher Guide pp. 402-403</b> - Story Time</p> <p><b>Teacher Guide p. 406</b> - Story Time</p> <p><b>Teacher Guide p. 526</b> - Story Time</p>

## Social/Emotional and Social Studies

### Standard 1: The child develops self-awareness and positive self-esteem.

<p>1. Knows personal information.</p> <p>a. Knows first and last name and age.</p> <p>b. Knows parents' and caregivers' names.</p> <p>c. Knows own phone number and address.</p> <p>d. Shows emotional connection and attachment to others</p>	<p><b>Teacher Guide p. 8</b> - Gathering; Morning Meeting: Meet Gingerbread Boy</p> <p><b>Teacher Guide p. 56</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 81</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 108</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 119</b> - Morning Meeting: Sharing Family Pictures</p> <p><b>Teacher Guide p. 157</b> - Morning Meeting: Dialing 911</p> <p><b>Teacher Guide p. 218</b> - Gathering</p>
<p>2. Demonstrates awareness of abilities and preferences.</p> <p>a. Demonstrates independence in decision making regarding activities and materials.</p> <p>b. Demonstrates independence in a range of activities, routines, and tasks.</p> <p>c. Asks questions and seeks new information.</p>	<p><b>Teacher Guide p. 16</b> - Learning Centers</p> <p><b>Teacher Guide pp. 76-77</b> - Art Center and Discovery Center</p> <p><b>Teacher Guide p. 228</b> - Discovery Center</p> <p><b>Teacher Guide p. 298</b> - Computer Center</p> <p><b>Teacher Guide p. 304</b> - Morning Meeting: The Solar System</p> <p><b>Teacher Guide p. 306</b> - Story Time</p> <p><b>Teacher Guide p. 417</b> - Morning Meeting: Introduce Dinosaurs</p>
<p>3. Develops growing capacity for independence.</p>	<p><b>Teacher Guide p. 9</b> - Learning Centers</p> <p><b>Teacher Guide p. 20</b> - Circle Time</p>

<p>a. Establishes secure relationships with adults outside of family members.</p> <p>b. Demonstrates emotions and opinions with and to peers.</p> <p>c. Begins to sustain interactions with adults and peers.</p> <p>d. Accepts and is responsible for jobs or assignments.</p>	<p><b>Teacher Guide p. 53</b> - Morning Meeting: Friendship Ball</p> <p><b>Teacher Guide p. 54</b> - Circle Time</p> <p><b>Teacher Guide p. 135</b> - Story Time</p> <p><b>Teacher Guide pp. 165-166</b> - Morning Meeting: Partner Sharing</p> <p><b>Teacher Guide p. 299</b> - Construction Center</p> <p><b>Teacher Guide p. 313</b> - Story Time</p> <p><b>Teacher Guide p. 397</b> - Morning Meeting: Ways People Feel</p> <p><b>Teacher Guide p. 558</b> - Writing Center</p>
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<p>4. Expresses self in different roles and mediums.</p> <p>a. Plays different roles in dramatic or free play.</p> <p>b. Expresses emotions and feelings through open-ended play, dance, visual arts, and music.</p> <p>c. Expresses feelings and emotions through language.</p> <p>d. Shares accomplishments with others.</p>	<p><b>Teacher Guide Seasonal Holidays p. 50</b> - Maracas</p> <p><b>Teacher Guide Seasonal Holidays p. 51</b> - Mexican Hat Dance</p> <p><b>Starfall.com</b> - Motion Songs</p> <p><b>Teacher Guide Seasonal Holidays p. 7</b> - Leaf Dancing</p> <p><b>Teacher Guide p. 16</b> - Circle Time</p> <p><b>Teacher Guide p. 20</b> - Circle Time</p> <p><b>Teacher Guide p. 151</b> - Dramatic Play Center</p> <p><b>Teacher Guide pp. 227</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 239</b> - Story Time</p> <p><b>Teacher Guide p. 255</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 298</b> - Art Center</p> <p><b>Teacher Guide p. 567</b> - Story Time</p> <p><b>Teacher Guide p. 592</b> - Share Class Book</p>
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**Standard 2: The child develops social skills that promote positive interactions with others.**

Utah Standard	Starfall Curriculum Alignment
<p>1. Develops skills to interact cooperatively with others.</p> <p>a. Engages in learning activities with peers.</p> <p>b. Responds to and interacts with other children and adults in a formal or group setting.</p> <p>c. Participates cooperatively in a group.</p>	<p><b>Teacher Guide p. 33</b> - Morning Meeting: Where is Gingerbread Boy?</p> <p><b>Teacher Guide p. 92</b> - Morning Meeting: "Where Are the Colors?"</p> <p><b>Teacher Guide p. 128</b> - Discovery Center</p> <p><b>Teacher Guide pp 229</b> - Morning Meeting: <i>Safety Inside School</i> and <i>On the Playground</i></p> <p><b>Teacher Guide p. 270</b> - Circle Time: Match Initial Sounds</p> <p><b>Teacher Guide p. 467</b> - Build a House</p>

<p>2. Participates in cooperative play.</p> <p>a. With peers and adults, engages in behavior such as helping, sharing, and taking turns.</p> <p>b. Joins in cooperative play with others.</p> <p>c. Invites others to join in cooperative play</p>	<p><b>Teacher Guide p. 127</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 277</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 277</b> - Construction Center</p> <p><b>Teacher Guide p. 347</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 579</b> - Dramatic Play Center</p>
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<p>3. Employs positive social behaviors with peers and adults.</p> <p>a. Uses positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.</p> <p>b. Forms positive relationships with adults.</p> <p>c. Develops friendships with peers.</p>	<p><b>Teacher Guide p. 151</b>- Dramatic Play Center</p> <p><b>Teacher Guide p. 579</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 579</b> - Construction Center</p> <p><b>Teacher Guide p. 580</b> - Math Center</p>
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<p>4. Develops self-control by regulating impulses and feelings.</p>	
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<p>a. Follows established rules, routines and directions independently.</p> <p>b. Uses ordinal terms to describe sequence of daily routine/schedule (e.g., first, second, next, last).</p> <p>c. Understands and accepts limitations (e.g., being told “no”).</p> <p>d. Adapts to new environments with appropriate emotions and behaviors.</p>	<p><b>Teacher Guide p. 9</b> - Learning Centers</p> <p><b>Teacher Guide p. 16</b> - Learning Centers</p> <p><b>Teacher Guide p. 54</b> - Circle Time</p> <p><b>Teacher Guide pp. 58-59</b> - Circle Time</p> <p><b>Teacher Guide p. 303</b> - Story Time</p> <p><b>Teacher Guide p. 304</b> - Morning Meeting: The Solar System</p>
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<p>5. Expresses emotions and feelings.</p> <p>a. Expresses own emotions (e.g., “I am happy,” “I am sad,” etc.).</p> <p>b. Describes own feelings (e.g., “I am thirsty,” “I am hungry,” etc.).</p> <p>c. Demonstrates empathy.</p>	<p><b>Teacher Guide p. 16</b> - Circle Time</p> <p><b>Teacher Guide p. 42</b> - Morning Meeting: Review Emotions</p> <p><b>Teacher Guide pp. 107-108</b> - Story Time</p> <p><b>Teacher Guide pp. 187-188</b> - Story Time</p> <p><b>Teacher Guide p. 214</b> - Story Time</p> <p><b>Teacher Guide p. 239</b> - Story Time</p> <p><b>Teacher Guide p. 581</b> - Story Time</p>
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<p>6. Develops skills to solve conflicts. With guidance, child:</p> <p>a. Is aware that others may have different feelings and emotions other than his/her own.</p> <p>b. Responds appropriately to tone of voice, facial expressions, and gestures of others.</p> <p>c. Asserts rights by telling others how he/she feels.</p> <p>d. Finds ways to help others.</p> <p>e. Seeks out appropriate help when unable to find a solution.</p>	<p><b>Teacher Guide pp. 112 - 113</b> - Helping Your Family</p> <p><b>Teacher Guide p. 369</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 369</b> - Construction Center</p> <p><b>Teacher Guide p. 391</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 391</b> - Construction Center</p> <p><b>Teacher Guide p. 415</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 415</b> - Construction Center</p> <p><b>Teacher Guide p. 481</b> - Story Time</p>
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<p>7. Respects others and their belongings.</p> <p>a. Uses polite language to recognize peers' accomplishments (e.g., "Good job," "I like...").</p> <p>b. Asks permission to use things that belong to others.</p> <p>c. Independently uses and shares materials with peers.</p> <p>d. Recognizes how actions affect others and accepts consequences of own actions.</p>	<p><b>Teacher Guide p.168</b> - Share Chair</p> <p><b>Teacher Guide p. 277</b> - Construction Center</p> <p><b>Teacher Guide p. 347</b> - Construction Center</p> <p><b>Teacher Guide p. 578</b> - Art Center</p> <p><b>Teacher Guide p. 567</b> - Story Time</p>
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<p>8-9. Uses imitation or pretend play to learn new roles and relationships.</p>	<p><b>Teacher's Guide pp. 187-188</b> - Story Time</p> <p><b>Teacher Guide p. 227</b> - Dramatic Play Center</p> <p><b>Teacher's Guide p. 303</b> - Story Time</p> <p><b>Teacher Guide p. 347</b> - Dramatic Play</p> <p><b>Teacher Guide p. 369</b> - Dramatic Play</p>
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<p>10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).</p>	<p><b>Teacher Guide pp. 129-130</b> - Morning Meeting: Introduce <i>Neighbors</i> and <i>Community</i></p> <p><b>Teacher Guide pp. 133-134</b> - Morning Meeting: Where We Live</p> <p><b>Teacher Guide pp. 137-138</b> - Morning Meeting: “The Wheels on the Bus”</p> <p><b>Teacher Guide p. 151</b> - Construction Center</p>
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## CREATIVE ARTS (CA)

**Standard 1: Students will participate in a variety of activities that allow for creative and imaginative expression.**

Utah Standard	Starfall Curriculum Alignment
<p>1. Use voice and instruments to create sound.</p> <p>a. Participate in music activities such a listening, singing, or performing.</p> <p>b. Show increasing awareness of various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).</p> <p>c. Explain what is felt and heard through various musical tempos and styles.</p> <p>d. Express thoughts, feelings, and energy through music.</p>	<p><b>Teacher Guide p. 129</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 284</b> - Story Time</p> <p><b>Teacher Guide pp. 286-287</b> - Story Time</p> <p><b>Teacher Guide p. 470</b> - Morning Routine: Warm Up Your Brain</p> <p><b>Teacher Guide p. 473</b> - Warm Up Your Brain</p> <p><b>Teacher Guide p. 476</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 479</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 568</b> - Morning Meeting: Warm Up Your Brain</p>

<p>2. Use their body to move to music and express themselves.</p> <p>a. Move to different patterns of beat and</p>	<p><b>Teacher Guide p. 140</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 189</b> - Morning Meeting: Find Pairs</p>
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<p>rhythm in music.</p> <p>b. Use creative movement to demonstrate feelings, ideas, and concepts.</p>	<p><b>Teacher Guide p. 205</b> - Morning Message: Warm Up Your Brain</p> <p><b>Teacher Guide p. 473</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 479</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 568</b> - Morning Meeting: Warm Up Your Brain</p>
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<p>3. Use a variety of media and materials to create drawings, pictures, or other objects.</p> <p>a. Use a variety of materials and techniques to make art creations.</p> <p>b. Recognize and name colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown).</p> <p>c. Create works that reflect experiences or objects.</p> <p>d. Use basic art tools (e.g., glue, clay, markers, scissors, paintbrushes, and crayons).</p> <p>e. Compare textures (rough/smooth).</p> <p>f. Talk to others about his/her art.</p>	<p><b>Teacher Guide pp. 78-79</b> - Morning Meeting: Introduce Red and Orange</p> <p><b>Teacher Guide pp. 86-87</b> - Introduce Blue and Purple</p> <p><b>Teacher Guide p. 91</b> - Story Time</p> <p><b>Teacher Guide p. 202</b> - Art Center</p> <p><b>Teacher Guide p. 254</b> - Art Center</p> <p><b>Teacher Guide p. 268</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 281</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 578</b> - Art Center</p> <p><b>Teacher Guide p. 592</b> - Share Gingerbread Boy's Class Book</p>
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<p>4. Portray a variety of events, characters, or stories through drama, props and language.</p> <p>a. Identify and express ideas, information, and feelings through dramatic art (e.g., telling stories, make believe).</p>	<p><b>Teacher Guide p. 179</b> - Dramatic Play Center</p> <p><b>Teacher Guide p. 185</b> - Morning Meeting: Senses Walk</p> <p><b>Teacher Guide p. 197</b> - Story Time</p> <p><b>Teacher Guide p. 203</b> - Dramatic Play Center</p>
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<p>b. Use dialogue, actions, and objects to tell a story.</p> <p>c. Assume roles in dramatic play situations characters, or stories through drama, props and language.</p> <p>d. Show appreciation of the dramatizations of others.</p>	<p><b>Teacher Guide p. 245</b> - Story Time</p> <p><b>Teacher Guide p. 284</b> - Story Time</p> <p><b>Teacher's Guide p. 340</b> - Story Time</p> <p><b>Teacher Guide p. 591</b> - Story Time</p>
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## PHYSICAL/HEALTH AND SAFETY (PHS)

**Standard 1: The child develops fine and gross motor coordination (small and large muscle).**

<b>Utah Standard</b>	<b>Starfall Curriculum Alignment</b>
<p>1. Exhibits fine motor coordination (small muscle).</p> <p>a. Demonstrates a more precise control needed to use everyday objects:</p> <ul style="list-style-type: none"> <li>i. Can use wrist, hand, and fingers to turn objects such as screw lids.</li> <li>ii. Can use fingers to button and zip.</li> <li>iii. Coordinates finger and wrist movement to control scissors.</li> <li>iv. Can use a single finger to push a button.</li> <li>v. Holds a pencil and other writing tools with a mature pincer grasp (thumb to index finger grasp).</li> </ul> <p>b. Demonstrates eye-hand coordination:</p> <ul style="list-style-type: none"> <li>i. Can coordinate hands to pour from one object to another.</li> <li>ii. Can strike at a stationary object.</li> <li>iii. Coordinates arm and hand movements to create art.</li> </ul>	<p><b>Teacher Guide p.17</b> - Small Group and Exploration</p> <p><b>Teacher Guide p. 32</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 39</b> - Morning Meeting: Cinnamon Play Dough</p> <p><b>Teacher Guide p. 53</b> - Morning Meeting: The Friendship Ball</p> <p><b>Teacher Guide p. 81</b> - Small Group and Exploration</p> <p><b>Teacher Guide p. 102</b> - Computer Center</p> <p><b>Teacher Guide p. 103</b> - Writing Center</p> <p><b>Teacher Guide p. 128</b> - Discovery Center</p> <p><b>Teacher Guide p. 142</b> - Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 202</b> - Art Center</p> <p><b>Teacher Guide p. 204</b> - Discovery Center</p> <p><b>Teacher Guide p. 281</b> - Small Group and Exploration</p>

	<p><b>Teacher Guide p. 298</b> - Art Center</p> <p><b>Teacher Guide p. 300</b> - Discovery Center</p> <p><b>Teacher Guide p. 306</b> -Small Group &amp; Exploration</p> <p><b>Teacher Guide p. 486</b> - Art Center</p> <p><b>Teacher Guide p. 487</b> - Writing Center</p>
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<p>2. Exhibits gross motor coordination (large muscle).</p> <p>a. Demonstrates control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects)</p> <p>b. Demonstrates coordination and balance in movements that do not move the child from one place to another (non-locomotor; e.g., balances on one foot, moves body parts in isolation).</p> <p>c. Demonstrates control of large muscles to manipulate objects (e.g., throws, catches and kicks balls; rides wheeled toys).</p> <p>d. Exhibits control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).</p>	<p><b>Teacher Guide p. 301</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 307</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 447</b> - Warm Up Your Brain: Play Huff and Puff</p> <p><b>Teacher Guide p. 467</b> - Morning Meeting: Build a House</p> <p><b>Teacher Guide p. 473</b> - Warm Up Your Brain</p> <p><b>Teacher Guide p. 476</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 479</b> - Morning Meeting: Warm Up Your Brain</p>
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**Standard 2: The child develops an understanding of health and safety.**

Utah Standard	Starfall Curriculum Alignment
<p>1. Shows independence in personal care.</p> <p>a. Develops independence in personal hygiene and care.</p>	<p><b>Teacher Guide pp. 205 - 206</b> Morning Meeting: Let's Stay Healthy</p> <p><b>Teacher Guide pp. 212 - 213</b> Morning Meeting: Let's Stay Healthy: Germs</p> <p><b>Teacher Guide pp. 215-216</b> Morning Meeting: Let's Stay Healthy</p>
<p>2. Participates in self-selected or organized activities that enhance physical fitness.</p> <p>a. Plays outdoor games.</p> <p>b. Uses outdoor equipment appropriately.</p> <p>c. Begins to maintain personal boundaries while participating in movement activities.</p> <p>d. Uses movement to express ideas and feelings.</p> <p>e. Eats foods from a variety of food groups.</p> <p>3. Practices safety procedures.</p> <p>a. Follows outdoor and indoor safety rules.</p> <p>b. Begins to identify helpful and harmful substances to the body.</p>	<p><b>Teacher Guide p. 13</b> - Circle Time: If You're Happy and You Know It</p> <p><b>Teacher Guide p. 47</b> - Outside Activity</p> <p><b>Teacher Guide p. 53</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 73</b> - Outside Activity</p> <p><b>Teacher Guide p. 90</b> - Circle Time</p> <p><b>Teacher Guide p. 199</b> - Snack Suggestion</p> <p><b>Teacher Guide p. 209</b> - Morning Meeting: Categorizing Healthy and Unhealthy</p> <p><b>Teacher Guide p. 211</b> -Small Group and Exploration</p> <p><b>Teacher Guide p. 212</b> - Morning Meeting - Let's Stay Healthy: Germs</p> <p><b>Teacher Guide p. 218</b> - Morning Meeting: Warm Up Your Brain</p> <p><b>Teacher Guide p. 229</b> - Morning Meeting- Safety: <i>Inside School and On the Playground</i></p> <p><b>Teacher Guide p. 229</b> - Morning Meeting- Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i></p> <p><b>Teacher Guide p. 233</b> - Morning Meeting- Safety: <i>Tub and Shower and At the Pool</i></p> <p><b>Teacher Guide p. 301</b> - Morning Meeting: Warm Up Your Brain</p>

\*The standards in this document were copied directly from Utah's Early Childhood Core Standards.