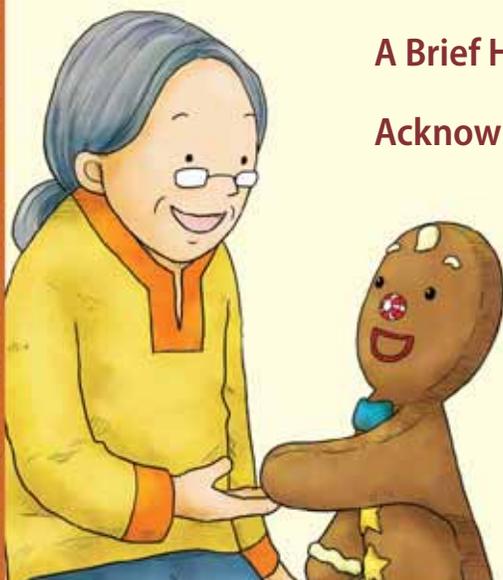


# Starfall®



## Curriculum at a Glance

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# Starfall's Pre-K Curriculum is...

-  **Integrated** — Young children learn best when they can make connections across many disciplines. Therefore, early literacy, math, social studies, science, social-emotional development, creative arts, physical movement, health, and technology are integrated throughout the curriculum.
-  **Standards-Based** — The Starfall curriculum establishes clear and developmentally appropriate goals for children's learning based on multiple state, district, and federal programs including VPK, UPK, and Head Start. Benchmarks are listed alongside each lesson plan.
-  **Systematic, Spiraled, and Scaffolded** — Children retain new information when it connects with previous knowledge and experiences. New information is presented in a logical and linear fashion. Thereafter children move from simple concepts to advanced understanding through a continuum where skills and concepts are reviewed, revisited, and expanded.
-  **Focused on Early Literacy** — Children with large vocabularies who exhibit phonological and phonemic awareness skills are more likely to become literate. Starfall Pre-K develops these skills and applies them to phonics, concepts of print, comprehension, and writing, laying the foundation for long-term achievement.
-  **Focused on Math** — The Starfall Pre-K curriculum integrates and emphasizes math skills and concepts. Direct instruction, center exploration, games, and activities provide a practical approach to applied math children encounter in everyday life.
-  **A Balance of Instruction and Exploration** — The Starfall teacher facilitates learning. Direct instruction provides a framework to ensure that children receive target skills, concepts, and strategies. Learning Center and Exploration times provide children time and opportunity to explore and experiment with what they have learned.



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# Quality Fiction and Informational Texts

Starfall Pre-K is structured around custom, age-appropriate literature written for the youngest ears. This exclusive book series explores imagination, creativity, and social interaction through traditional folk and fairy tales, rhyme and composition through poetry and song, and science-based exploration of the real and natural world through informational nonfiction texts. Visit the yearly theme plan on pages 5-6 for a complete list of books in correlation with the curriculum over the course of a year.



9 of 26 books pictured here.

## Research Based, Field Tested, Common Core Ready

The experienced educators on the Starfall team have consulted with national reading experts and reviewed extensive research. In addition, the skills and strategies used, taught, and modeled in Starfall Pre-K have been field-tested and refined through our own research and pilot programs in classrooms nation wide. The Standards and Benchmarks developed for Starfall Pre-K were written with an eye forward to Common Core, ensuring children are prepared to meet the later goals of K-12 Common Core performance. Starfall Pre-K meets or exceeds most established state standards.

See pages 7-10 for the complete list of standards and benchmarks. Our research bibliography is also available on [more.Starfall.com](http://more.Starfall.com).

I have been **very** pleased with my students' progress. They scored very well on their assessment tests and I feel confident handing them over to their kindergarten teachers next year. I know they will be in the **top** of their class!



— Sandy McCuan  
Discovery Elementary  
Bakersfield, CA

With the Starfall Curriculum my students are excited to learn! The suggested activities to integrate in all the classroom learning centers are **awesome!** My students are so excited to get to school to see what new activities are going to be in the centers.



— Penny Doan  
Williamsburg Elementary  
Williamsburg, KY



# Lesson Plan Format

The easy-to-follow lesson plans include Whole Group, Small Group, and Learning Center activities. Each session builds on the next, and must be completed in sequence.

**10 minutes**

## **Gathering**

- Attendance Activities
- Weather Observation/Prediction
- Weekly Calendar (beginning Week 5)

**15 minutes**

## **Morning Meeting**

- Warm Up Your Brain Activity
- Integrated theme development including literacy and/or math skills

**45 minutes**

## **Learning Centers**

- Teacher/Paraprofessional interact, engage, and observe children
- No pull-out sessions

**15 minutes**

## **Circle Time**

- Share center experiences
- Phonemic/Phonological Warm Up
- Early Literacy/Letter-Sound

**15 minutes**

## **Story Time**

- Read-alouds and related concept-development activities

**40 minutes**

## **Exploration/Small Group**

- Children move freely among Exploration activities facilitated by paraprofessional
- Small Group pull-out sessions led by teacher



# Yearly Theme Plan

\*Indicates Nonfiction

Unit	Week	Target Letter	Theme Focus	Literature
<b>Off to School</b> Unit 1 	1	Alphabet Preview	<b>Here We Are!</b>	Teacher's Choice <i>The Gingerbread Boy</i>
	2	Alphabet Preview	<b>Look at You!</b>	<i>The Gingerbread Boy</i>
	3	Alphabet Preview	<b>Be a Good Friend</b>	"Mr. Bunny's Carrot Soup"
	4	Alphabet Preview	<b>Colors &amp; Numbers</b>	"Draw Dragon Dot Eyes" <i>Let's Eat!</i>
<b>Your Home &amp; Neighborhood</b> Unit 2 	5	<i>Bb</i>	<b>Your Family</b>	"The Little Red Hen"
	6	<i>Tt</i>	<b>Your Neighborhood</b>	<i>Stone Soup</i>
	7	<i>Nn</i>	<b>Community Helpers</b>	<i>The Cobbler and the Elves</i> <i>A Day in the Life of a Firefighter*</i>
<b>Your Body</b> Unit 3 	8	<i>Ss</i>	<b>Your Five Senses</b>	"Chicken Little"
	9	<i>Aa</i>	<b>Staying Healthy</b>	"One Rice Thousand Gold"
	10	<i>Pp</i>	<b>Being Safe</b>	<i>Goldilocks &amp; the Three Bears</i>
<b>The Great Outdoors</b> Unit 4 	11	<i>Ll</i>	<b>Observing Weather</b>	<i>Who Likes the Rain?</i> <i>Thermometers*</i>
	12	<i>Rr</i>	<b>The Four Seasons</b>	<i>How the Turtle Cracked Its Shell</i>
	13	<i>Cc</i>	<b>Outer Space</b>	<i>Why the Sun &amp; Moon Live in the Sky</i> <i>Reach for the Stars*</i>
<b>Animals Everywhere!</b> Unit 5 	14	<i>Ee</i>	<b>Pets</b>	<i>The Frog Prince</i>
	15	<i>Mm</i>	<b>At the Farm</b>	"The Little Rooster" <i>The Story of Milk*</i> <i>The Troll Who Lived Under the Bridge</i>
	16	<i>Ff</i>	<b>In the Wild</b>	<i>Over in the Meadow</i>
	17	<i>Dd</i> <i>Oo</i>	<b>Animals In the Air and Sea</b>	<i>The Ugly Duckling</i> <i>Humpback Whales*</i> <i>Dolphins Are Not Fish!*</i>
	18	<i>Kk</i>	<b>Dinosaurs</b>	<i>Dinosaurs!</i>

# Yearly Theme Plan (continued)

\*Indicates Nonfiction

Unit	Week	Target Letter	Theme Focus	Literature
<b>Watch Us Work</b> Unit 6 	19	Ww Hh	<b>Let's Build It!</b>	<i>The Three Little Pigs</i>
	20	li Xx	<b>Let's Move It!</b>	<i>My Father Runs an Excavator*</i>
	21	Yy Vv	<b>Let's Go!</b>	<i>A Tale of Two Little Engines</i>
<b>Your Environment</b> Unit 7 	22	Gg	<b>How Things Grow</b>	<i>The Green Grass Grew All Around</i> <i>The Troll Who Lived Under the Bridge (repeated)</i>
	23	Uu Qq	<b>Plant It!</b>	"The Turnip"
	24	Jj Zz	<b>Things Change</b>	<i>The Ant and the Chrysalis</i>
	25	Review	<b>Look At Us Now!</b>	"The Four Friends"

## Holiday Plans

Starfall Pre-K formally schedules 25 weeks of lesson plans. The remaining weeks are allotted to seasonal activities as they occur throughout the year. Rather than taking a week off and delaying the next set of concepts and skills to accommodate a seasonal event, extend one week of plans to two, and incorporate holiday activities as part of the regular curriculum. The holiday plans include activities, songs, rhymes, recipes, and more!



Fall 	Winter 	Spring 
Season of Fall	Season of Winter	Season of Spring
Grandparents' Day	Chinese New Year	St. Patrick's Day
Johnny Appleseed	Groundhog Day	Earth Day
Harvest/Halloween	Valentine's Day	Cinco de Mayo
Thanksgiving	Black History Month	Mother's Day

# Starfall Pre-K Standards & Benchmarks

The Starfall standards and benchmarks were designed in preparation for Pre-K Common Core Standards, to address the VPK, Head Start, and UPK programs, and to reflect many current Pre-K state standards. The resulting Starfall standards provided the guidelines for the development of our balanced and comprehensive Pre-K program.

## *Common Core Ready — Emergent Reading*

### **Motivation for Reading**

- Enjoys reading and reading-related activities
- Interacts appropriately with books and other materials in a print-rich environment
- Asks to be read to or asks the meaning of written text

### **Phonics: Alphabetic Knowledge**

- Recites the alphabet in sequence
- Focuses on letter names and shapes
- Recognizes most letters when named
- Names most letters
- Recognizes/names some letter sounds
- Matches some letters to their sounds

### **Print/Book Awareness**

- Connects oral language and print
- Shows where reading begins on a page
- Demonstrates directionality in print
- Distinguishes relationship between print and illustrations
- Identifies front cover, title, and first, middle, and end pages of a book
- Understands that letters form words
- Counts words

### **Sentences & Structure**

- Uses complete sentences of four or more words, usually with subject, verb, and object order
- Uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement
- Uses sentences with more than one phrase
- Combines more than one idea using complex sentences
- Combines sentences that give detail, sticks to the topic, and clearly communicates intended meaning

### **Phonological Awareness**

- Distinguishes individual words within spoken phrases or sentences
- Identifies spoken words as same or different
- Combines words to make a compound word
- Deletes a word from a compound word
- Counts syllables
- Deletes a syllable from a word
- Combines onset and rime to form a familiar one-syllable word with and without pictorial support
- Identifies rhyming words
- Discriminates rhyming words
- Listens for beginning sound
- Isolates ending sound
- Blends three phonemes

### **Vocabulary**

- Acquires new vocabulary
- Discusses words and word meanings
- Asks questions about unknown objects and words
- Uses illustrations to find the meanings of unknown words
- Understands describing words
- Identifies signs, labels, and environmental print

### **Listening & Speaking**

- Understands by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said
- Follows simple and multiple-step directions
- Engages in agreed-upon rules for discussions
- Describes familiar people, places, things, and events and, with prompting and support, provides additional detail
- Participates in group discussions

## Conversation

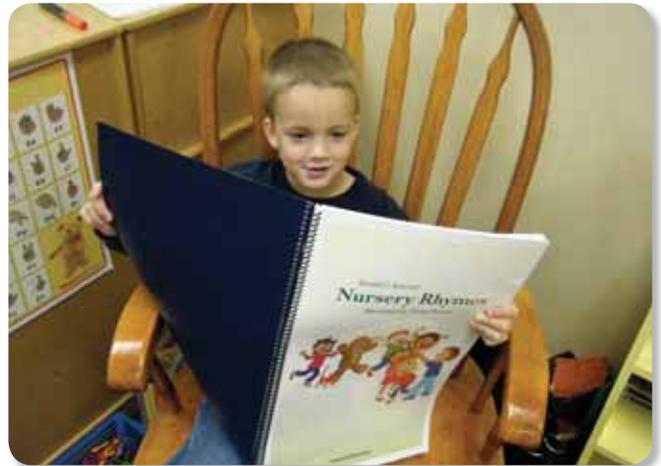
- Demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving)
- Follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content
- Provides appropriate information for the setting
- Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)
- Demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation)
- Matches language to social and academic contexts (e.g. uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom)

## Emergent Writing

- Uses drawing to convey meaning
- Demonstrates understanding of the connections among their own ideas, experiences, and written expression
- Contributes to a shared writing experience or topic of interest
- Uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
- Uses letter-like shapes or letters to write words or parts of words
- Writes own name
- Writes some letters on request
- When writing or dictating, uses appropriate writing conventions (e.g., starts a letter with "Dear"; writes a story with a beginning, middle, and end)

## Comprehension

- Retells or reenacts a story after it is read aloud
- Asks and answers appropriate questions about the story
- Recalls information from stories
- Makes connections using illustrations/photos, prior knowledge, and real-life experiences
- Uses illustration clues to predict
- Identifies sequence of events
- Connects events, characters, and actions in stories to specific experiences
- Identifies story characters
- Identifies basic similarities in and differences between two texts on the same topic
- Distinguishes between fiction and nonfiction
- Makes inferences
- Compares and contrasts
- Recognizes cause and effect
- Identifies role of author/illustrator
- Recalls important facts of informational text



## Counting & Cardinality

- Verbally counts in sequence
- Counts sets of objects
- Constructs sets of objects
- Uses one-to-one correspondence to determine “how many”
- Compares and orders groups of objects (more, fewer, less, and/or same)
- Understands that numbers always represent the same quantity
- Uses ordinal numbers from first to fifth
- Recognizes numerals
- Uses numbers to predict, estimate, and make realistic guesses
- Combines and separates sets of objects to create new sets
- Recognizes numbers in the environment
- Uses different ways to represent numbers

## Patterns & Seriation

- Recognizes patterns and non-patterns
- Duplicates identical patterns with at least two elements
- Uses rules to create and extend repeating patterns
- Sorts objects into categories
- Describes objects according to characteristics or attributes
- Orders objects in increasing order of size

## Geometry

- Recognizes basic two-dimensional geometric shapes
- Categorizes (sorts) examples of two-dimensional shapes
- Understands that two-dimensional shapes are equivalent in different orientations
- Identifies the number of sides of two-dimensional shapes
- Identifies three-dimensional shapes
- Categorizes (sorts) examples of three-dimensional shapes
- Constructs examples of simple symmetry and non-symmetry using concrete objects

## Media & Technology

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## Measurement & Data

- Becomes familiar with standard and non-standard measuring tools and their uses
- Measures or compares the length of one or more objects using a non-standard reference
- Measures or compares the weight of one or more objects using a non-standard reference
- Measures or compares the height of one or more objects using a non-standard reference
- Collects and sorts materials to be graphed
- Uses graphs and charts to answer questions
- Predicts the results of a data collection
- Explores the use and meaning of currency and coins
- Sequences familiar events in time

## Spatial Relations

- Shows understanding of position words
- Describes relative position from different perspectives (e.g. “I am on top of a hill. You are below me.”)
- Understand and can tell the difference between orientation terms (e.g. horizontal, diagonal, vertical)
- Uses directions to move through space and find places in space (e.g. Simon Says...)

## Operations & Algebraic Thinking

- Indicates there are more when combining sets of objects
- Indicates there are fewer when removing objects from a set
- Combines sets of objects to equal a set no larger than 10
- Removes objects from a set no larger than 10
- Uses concrete objects to solve complex problems

## Health & Safety

- Identifies basic safety rules
- Demonstrates awareness of good nutritional practices
- Recognizes the danger of fire
- Discusses appropriate health and safety procedures

## *Creative Arts*

- Explores visual materials and activities
- Shows care and persistence in a variety of art projects
- Creates original work
- Expresses self through movement
- Demonstrates ability to use movement and music
- Represents fantasy and real-life experiences through pretend play
- Participates in teacher-guided dramatic activities
- Engages in cooperative play with other children
- Uses oral language to describe or explain art

## *Social/Emotional Development*

- Recognizes own first name
- Recognizes own first and last name
- Names family members and relationships
- Helps establish rules, routine
- Uses materials appropriately and puts them away
- Demonstrates increased flexibility, imagination, and inventiveness
- Demonstrates willingness to choose a variety of familiar and new experiences
- Works with others to solve problems
- Recognizes and identifies feelings

## *Physical Development*

### ***Fine Motor Skills***

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength, and dexterity to manipulate objects

### ***Gross Motor Skills***

- Combines a sequence of large motor skills
- Distinguishes left from right
- Moves with balance and control

## *Science*

### ***Concepts***

- Notices changes in living things over time
- Recognizes that living things have similar needs for water, food, and air
- Describes characteristics in the appearance and behavior of animals
- Explores the characteristics of the sun, moon, stars, and/or clouds
- Observes and describes weather and how it changes
- Explores simple machines
- Uses senses to explore
- Investigate states of matter (solids and liquids)
- Observes and describes various ways that objects move

### ***Processes***

- Shows curiosity by asking questions and seeking information
- Collects, describes, and records information
- Uses tools and equipment to explore objects
- Makes and verifies predictions
- Compares, contrasts, and classifies objects and data
- Participates in scientific investigations

## *Social Studies*

### ***Self & Community***

- Recognizes his or her role as a member of a group
- Describes characteristics of where he or she lives and visits
- Investigates ways that people form a community
- Understands maps are representations of actual places
- Begins to categorize time intervals
- Becomes aware of common symbols in the community

### ***Economics***

- Demonstrates knowledge about community workers and their roles
- Demonstrates an awareness of the uses of money

# Authors & Credits



## **Joan Elliott — Principal Author**

18 years teaching kindergarten in North Carolina and Texas public schools; 12 years teaching in Department of Education, University of North Carolina at Asheville and University of Texas at Brownsville; recipient of the Christa McAuliffe Teaching Award and Fulbright Fellowship (Korea).



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**Tonia Holmes-Sutton, Ed.D.**, 11 years, Clark County School District, National Board Certified Teacher, Early Childhood, SDE (Staff Development for Educators) Consultant

## **A Brief History**

*Starfall.com* opened September 2002 with a mission to ensure children have fun learning to read. Shortly after its launch, teachers worldwide wrote to tell us how the website successfully motivated their students. A few teachers, including our principal writers Joan Elliott and Pam Ferguson, described how they had created lesson plans leveraging the excitement *Starfall* had created in their classrooms. Joan's message proclaimed, **"By year's end, all of my kindergarten students were reading!"**

Impressed by their enthusiasm and success, we enlisted Joan and Pam to help us create a complete kindergarten reading and language arts curriculum. The effort involved a task force of over 150 volunteer teachers, 50 schools, and over 5,000 students across the United States. We proudly released *Starfall Kindergarten* in 2009 alongside our supporting subscription website: *more.Starfall.com*.

Due to the success of the kindergarten curriculum, we received numerous requests to create a Pre-K program, the *Starfall* way. In 2009, *Starfall* embarked upon developing a complete Pre-K curriculum. Pre-K teachers around the country volunteered to pilot the program in public and private schools, day care centers, and homeschools. These teachers embraced the curriculum and provided excellent feedback, ensuring the program uses what works based on practical real-world experience.

*Starfall Pre-K* was released in July of 2013, and is offered to schools and parents at an extremely low price.



**Starfall gratefully acknowledges** the following teachers who piloted Starfall Pre-K, and actively contributed to its development:

- **Brooke Mack**, Williamsburg Elementary School, Williamsburg, KY
- **Cathy Trumbull**, Sacred Heart Interparochial School, Pinellas Park, FL
- **Daphne Bordelon**, Sale International Studies Magnet School, Columbus, MS
- **Dolores Gracia**, Benavides Elementary School, Brownsville, TX
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- **Jamie Bishop**, Gateway Creative Minds, Portland, OR
- **Laura Ann King**, Holy Family Early Childhood Center, St. Petersburg, FL
- **Laura Beth Rogers**, First Baptist Church Preschool, Newnan, GA
- **Lee Ann Zweeres**, Kid's Planet Preschool, St. Petersburg, FL
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We also wish to thank Stephen Schutz, Karen Bidgood, and the Purchasing, Customer Service, and Warehouse teams at SPS Studios.

# Starfall®



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