

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
SmartStart  
and Classroom  
Advantage*

**100%**

*Kindergarten  
Readiness  
Assessment  
(KRA) Common  
Language  
Standards 2.0*

# TABLE OF CONTENTS

<b>OVERVIEW</b> .....	<b>1</b>	<b>SOCIAL STUDIES (SS)</b> .....	<b>19</b>
<b>SOCIAL FOUNDATIONS (SF)</b> .....	<b>2</b>	Government (1) .....	19
Social Emotional (1) .....	2	History (2) .....	19
Approaches to Learning/Executive Functioning (2) .....	4	<b>PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (PD)</b> .....	<b>20</b>
<b>LANGUAGE AND LITERACY (LL)</b> .....	<b>8</b>	Physical Education (1) .....	20
Reading (1) .....	8	Health (2) .....	21
Speaking and Listening (2) .....	10	<b>FINE ARTS (FA)</b> .....	<b>22</b>
Writing (3) .....	11	Music (1) .....	22
Language (4) .....	11	Visual Arts (2) .....	23
<b>MATHEMATICS (MA)</b> .....	<b>13</b>	Theater (3) .....	24
Counting and Cardinality (1) .....	13	Dance (4) .....	25
Operations and Algebraic Thinking (2) .....	14	<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>26</b>
Measurement and Data (3) .....	15	<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....	<b>29</b>
Geometry (4) .....	17		
<b>SCIENCE (SC)</b> .....	<b>18</b>		
Skills and Processes/Life Science (1) .....	18		

## *This document provides a detailed correlation of* WATERFORD EARLY LEARNING: SMARTSTART *and* CLASSROOM ADVANTAGE *to* KINDERGARTEN READINESS ASSESSMENT (KRA) COMMON LANGUAGE STANDARDS 2.0.

### WATERFORD.ORG CURRICULUM DETAILS

**Waterford Early Learning** is a technology-based early reading, math, and science program with integrated assessments and teacher resources.

**Waterford Early Learning: Reading** is a comprehensive, adaptive program designed to ensure that each student moves from preliteracy to fluent reading. It incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency. Students take a placement assessment to determine their appropriate starting point.



*Following an extensive review, Waterford Early Learning: Reading received CASE endorsement in 2016. The Council of Administrators of Special Education (CASE) is an international educational organization affiliated with the Council for Exceptional Children.*

### **Waterford Early Learning: Math & Science**

provides young learners comprehensive instruction in the major areas of early math: numbers and operation, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science. Students begin with a research-based placement assessment.

**Waterford Early Learning: SmartStart** presents Waterford's curriculum in an integrated format specifically designed for preschoolers. Students explore reading, math, science, and

social and emotional learning activities while practicing executive function skills. Once students complete Waterford Early Learning: SmartStart, they are ready for Waterford Early Learning: Reading and Waterford Early Learning: Math & Science.

*Note:* Preschool students can also begin their Waterford experience with Waterford Early Learning: Reading as it is adaptive.

### EVIDENCE-BASED CURRICULUM

Waterford curriculum has been formally [evaluated in dozens of studies](#). In each study, Waterford classrooms outperform comparison-group classes in most, if not all, of the examined measures. In particular, Waterford stands out for providing significant learning gains for at-risk students and English Language Learners.

### STUDENT-CENTERED LEARNING

Waterford's student-centered, personalized learning software adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace.

**Adaptive, Individualized Learning:** Waterford provides a mastery-based curriculum. As such, Waterford automatically provides instruction, remediation, and review to support students toward mastery of learning objectives based on student performance in ongoing assessment.

**Data-Informed Instruction:** Administrators and teachers can also use the program's rich reporting features to monitor progress in real time, to identify areas of difficulty, and to utilize additional intervention tools in varied instructional settings.

### TEACHER RESOURCES

Waterford Early Learning: Classroom Advantage provides teachers thousands of online activities to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons](#) aligned to their own pacing guide, core curriculum, or state standards.

For PreK teachers looking for daily lesson plans, a complete Waterford Early Learning: SmartStart curriculum, comprised of seven thematic units, is available for download in the Waterford Manager.

### CORRELATION DESCRIPTION

This document correlates state standards to Waterford resources. Waterford resources include

- **Digital Resources:** Engaging, evidence-based online activities that are presented to students during their individualized instruction. These activities are also available for collaborative instruction in Waterford Early Learning: Classroom Advantage.
- **Print, PDF, and Internet Resources:** Teacher guides, teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

### CONTINUAL DEVELOPMENT

At Waterford, we are continually developing our programs with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
<b>SOCIAL FOUNDATIONS (SF)</b>		
<b>SOCIAL EMOTIONAL (1)</b>		
Recognize and identify emotions of self and others.		
Recognize and identify own emotions and the emotions of others.	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Baby's Ball</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</li> <li>• Lost Keys</li> <li>• Noisy Children</li> <li>• Broken Lamp</li> <li>• Broken Vase</li> <li>• Boo Hoo Baby</li> <li>• Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 26 Journal Prompt: I Feel...</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg., 194 Good Friends Activity: I Tell the Truth</li> </ul>

\* Teacher Resources are found in the SmartStart Teacher Guides. Download the guides from the Waterford Manager (<https://manager.waterford.org/>).

# KINDERGARTEN READINESS ASSESSMENT (KRA) COMMON LANGUAGE STANDARDS 2.0

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Recognize and identify emotions of self and others <i>continued.</i></b>		
Express, understand, and respond to feelings (emotions) of self and others.	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Baby's Ball</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</li> <li>• Lost Keys</li> <li>• Noisy Children</li> <li>• Broken Lamp</li> <li>• Broken Vase</li> <li>• Boo Hoo Baby</li> <li>• Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 26 Journal Prompt: I Feel...</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg., 194 Good Friends Activity: I Tell the Truth</li> </ul>
Express concern for the needs of others and people in distress.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Papa's Thumb</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
<b>Look to adults for emotional support and guidance.</b>		
Separate from familiar adults in a familiar setting with minimal distress.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 18 Family Engagement</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 22 Arrival and Toy Time</li> <li>• Unit 1, Pg. 34 Arrival and Toy Time</li> </ul>
Seek security and support from familiar adults in anticipation of challenging situations.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 5, Pg. 186 Journal Prompt: I Got Help When...</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Look to adults for emotional support and guidance <i>continued</i>.</b>		
Request and accept guidance from familiar adults.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 5, Pg. 186 Journal Prompt: I Got Help When...</li> </ul>
<b>Demonstrate ability to resolve conflicts with others.</b>		
Seek adult help when solving interpersonal conflicts.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
With modeling and support, negotiate to resolve social conflicts with peers.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
<b>APPROACHES TO LEARNING/EXECUTIVE FUNCTIONING (2)</b>		
<b>Manage the expression of feelings, thoughts, impulses, and behaviors.</b>		
Refrain from demonstrating disruptive or defiant behaviors.	Waterford's Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> </ul>
Demonstrate appropriate use of own materials or belongings and those of others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other's rights and property as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 2, Pg. 240 I'm Responsible</li> <li>• Introduction, Pg. 8 Art Center</li> </ul>
Demonstrate the ability to delay gratification for short periods of time.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>

# KINDERGARTEN READINESS ASSESSMENT (KRA) COMMON LANGUAGE STANDARDS 2.0

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate the ability to persist with a task.</b>		
Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.	Waterford helps children learn to manage frustration by providing extra assistance to finish tasks. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Focus on an activity with deliberate concentration despite distractions and/or temptations.	Engaging activities in Waterford hold children’s attention and build persistence by allowing them to click on Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
<b>Demonstrate the ability to retain and apply information.</b>		
Follow routines and multi-step directions.	Children interacting with Waterford Early Learning are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
Remember and use information for a variety of purposes, with modeling and support.	<ul style="list-style-type: none"> <li>• Memorization Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	<ul style="list-style-type: none"> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Soup’s On!</li> <li>• Party Time</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 7, Pg. 165 I Choose Carefully</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate the ability to solve problems.</b>		
Solve everyday problems based upon past experience.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• Unit 6, Pg. 99 I'm a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Solve problems by planning and carrying out a sequence of actions.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> <li>• Unit 5, Pg. 170 Entomology Lab</li> <li>• Unit 6, Pg. 99 I'm a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Seek more than one solution to a question, problem, or task.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• Unit 6, Pg. 99 I'm a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Explain reasoning for the solution selected.	Waterford's Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 7, Pg. 165 I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 6, Pg. 99 I'm a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>



# KINDERGARTEN READINESS ASSESSMENT (KRA)

## COMMON LANGUAGE STANDARDS 2.0

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Seek and gather new information to plan for projects and activities.</b>		
Express a desire to learn by asking questions and seeking new information.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Demonstrate independence in learning by planning and initiating projects.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Perfect Present</li> <li>• Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Seek new and varied experiences and challenges (take risks).	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Perfect Present</li> <li>• Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Demonstrate self-direction while participating in a range of activities and routines.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Party Time!</li> <li>• Soup's On!</li> <li>• Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
<b>Demonstrate cooperative behavior in interactions with others.</b>		
Play or work with others cooperatively.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Where's Papa?</li> <li>• Musical Mayhem</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Bunny Cakes Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 7, Pg. 198 Program Decorations</li> </ul>
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Bunny Cakes Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 7, Pg. 198 Program Decorations</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate cooperative behavior in interactions with others <i>continued</i>.</b>		
Demonstrate socially competent behavior with peers.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Share materials and equipment with other children, with adult modeling and support.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
<b>LANGUAGE AND LITERACY (LL)</b>		
<b>READING (1)</b>		
<b>Comprehend and respond to interactive read-alouds of literary and informational text.</b>		
Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Print Directionality Introduction</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> </ul>
During interactive read-alouds, listen and ask and answer questions as appropriate.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Picture Story</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, reenactment, drawing, and/or writing as appropriate.	<ul style="list-style-type: none"> <li>• Song: Sequencing Events</li> <li>• What Comes Next?</li> <li>• First, Next, and Last</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On: Reading Comprehension</li> <li>• Story Time Activities</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Comprehend and respond to interactive read-alouds of literary and informational text <i>continued</i>.</b>		
Identify the beginning, middle, and end of literary text.	<ul style="list-style-type: none"> <li>• Song: Sequencing Events</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
Identify the main topic of informational text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
<b>Demonstrate understanding of spoken words and sounds (phonemes).</b>		
Identify initial and final sounds in spoken words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter sound /j/</li> <li>• Unit 6, Pg.52 Pairs: Initial sounds and Letter Sound /p/</li> </ul>
Identify, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>• Unit 4, Pg. 22 Yankee Doodle: Compound Words</li> </ul>
Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending Dragon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter sound /n/</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>
Recognize rhyming words in spoken language.	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Make it Rhyme</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 2, Pg. 164 The Hungry Thing: Rhyme Play</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
<b>Know and apply letter-sound correspondence and letter recognition skills.</b>		
Recognize that words are made up of letters and their sounds.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter sound /j/</li> <li>• Unit 6, Pg.52 Pairs: Initial sounds and Letter Sound /p/</li> </ul>
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>• Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> </ul>

# KINDERGARTEN READINESS ASSESSMENT (KRA) COMMON LANGUAGE STANDARDS 2.0

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Know and apply letter-sound correspondence and letter recognition skills <i>continued</i>.</b>		
Recognize and name some upper- and lowercase letters.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction Pg. 17 Writing Center</li> <li>• Capital and Lowercase Letter Introductions</li> </ul>
<b>Demonstrate understanding of concepts about print.</b>		
Recognize words as a unit of print and that letters are grouped to form words.	<ul style="list-style-type: none"> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 2, Pg. 242 Pet Store</li> </ul>
Demonstrate how print is read (e.g. left to right, top to bottom, front to back).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 331 Thank-you Notes</li> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> </ul>
<b>SPEAKING AND LISTENING (2)</b>		
<b>Communicate effectively in a variety of situations with different audiences, purposes, and formats.</b>		
Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings.	Waterford Early Learning introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.	Waterford's Social Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>

# KINDERGARTEN READINESS ASSESSMENT (KRA) COMMON LANGUAGE STANDARDS 2.0

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING (3)</b>		
Produce letter-like shapes, symbols, letters, and words to convey meaning.		
With modeling and support, print letters of own name.	<ul style="list-style-type: none"> <li>• What's Your Name?</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 2, Pg. 242 Pet Store</li> </ul>
With modeling and support, print meaningful words with letters and letter approximations.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction Pg. 17 Writing Center</li> <li>• Capital and Lowercase Letter Introductions</li> </ul>
Use a combination of drawing, dictating and developmentally appropriate writing for a variety of purposes (e.g., tell a story, give an opinion, express ideas).	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
<b>LANGUAGE (4)</b>		
Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.		
Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
Develop understanding of singular and plural nouns (e.g. "dog" means one dog, "dogs" means more than one dog); form regular plural nouns orally by adding /s/ or /es/.	<ul style="list-style-type: none"> <li>• Song: More Than One</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
Understand and begin to use question words.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 6, Pg. 99 I'm a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
Use frequently occurring prepositions (e.g., "to," "from," "in," "out," "on," "off," "for," "of," "by," "with").	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities <i>continued.</i></b>		
Produce complete sentences in shared language activities.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• Unit 3, Pg. 302 Rock-a-Bye Baby: Lullaby Word Segmentation</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Sentence Board Game</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
<b>Use words acquired through conversations and shared reading experiences.</b>		
Identify real-life connections between words and their uses (e.g., relate the word “helpful,” used in a story, to own life by telling ways to be helpful).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sounds</li> </ul>
Determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text, or concrete objects.	<p>Online books include bolded vocabulary words that students learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Vocabulary Introduction</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 3, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 4, Pg. 69: Dramatic Play: Aquarium</li> </ul>
Use words for objects, actions, and attributes that reflect variety, specificity, and complexity.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS (MA)</b>		
<b>COUNTING AND CARDINALITY (1)</b>		
Know number name, count sequence, and relationships among number, numeral, and quantity.		
Count the number sequence to 20.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books</li> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Counting Puzzles</li> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• Dot-to-Dot</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Introduce and Write Number Activities</li> <li>• Unit 1, Pg. 23 Counting and Attendance</li> </ul>
Touch each concrete object as it is counted, pairing one number word with each object and saying each number word only once in consistent order.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books</li> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> <li>• Number Counting</li> <li>• Counting Puzzles</li> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• Dot-to-Dot</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 5 Attendance</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Use number cards arranged in a line to count and then determine what number comes before or after a specific number.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books</li> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Line</li> <li>• One-to-One Correspondence</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Dot-to-Dot</li> </ul>	

# KINDERGARTEN READINESS ASSESSMENT (KRA) COMMON LANGUAGE STANDARDS 2.0

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Know number name, count sequence, and relationships among number, numeral, and quantity <i>continued</i>.</b>		
Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize).	<ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> </ul>
Recognize that the count remains the same regardless of the order or arrangement of the objects.	<ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Numbers and Counting</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 34 Counting and Attendance</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 171 Quantities to 7</li> </ul>
Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked “how many” after counting concrete objects.	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Counting Songs</li> <li>Math Books</li> <li>Explain Numbers</li> <li>Number Instruction</li> <li>Make and Count Groups</li> <li>One-to-One Correspondence</li> <li>Number Counting</li> <li>Match Numbers</li> <li>Dot-to-Dot</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Introduce and Write Number Activities</li> <li>Unit 1, Pg. 54 Counting and Attendance</li> <li>Unit 1, Pg. 148 Ten Little Goldfish</li> <li>Unit 2, Pg. 161 Popcorn Number Match</li> </ul>
Name written numerals and pair them with concrete objects.	<ul style="list-style-type: none"> <li>Math Books</li> <li>Explain Numbers</li> <li>Number Instruction</li> <li>Make and Count Groups</li> <li>One-to-One Correspondence</li> <li>Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Introduce and Write Number Activities</li> <li>Unit 1, Pg. 148 Ten Little Goldfish</li> <li>Unit 2, Pg. 161 Popcorn Number Match</li> </ul>
<b>OPERATIONS AND ALGEBRAIC THINKING (2)</b>		
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>		
Solve simple addition and subtraction problems with totals less than 5, using concrete objects.	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; A Nice Addition; Circus Subtraction; Bakery Subtraction; Subtract Those Cars</li> <li>Book: Five Delicious Muffins</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> <li>Add Groups</li> <li>Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Introduce and Write Number Activities</li> <li>Decomposing Numbers Activities</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>



KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from <i>continued</i> .		
Use manipulatives to find the amount needed to complete the set.	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; A Nice Addition</li> <li>• Act Out Addition</li> <li>• Add Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Introduce and Write Number Activities</li> <li>• Unit 2, Pg. 261 Make One More</li> </ul>
Manipulate sets to decompose numbers (e.g., 1 and 4 objects equal 5 objects; 2 and 3 objects equal 5 objects).	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; A Nice Addition; Circus Subtraction; Bakery Subtraction; Subtract Those Cars</li> <li>• Book: Five Delicious Muffins</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Introduce and Write Number Activities</li> <li>• Decomposing Numbers Activities</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> </ul>
<b>MEASUREMENT AND DATA (3)</b>		
Sort, classify, and compare objects.		
Using prior knowledge of grouping, sort objects by one attribute (e.g., “red or not red,” “round or not round,” or creating a set of “all red” or “all round” objects).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian</li> <li>• Unit 5, Pg. 155 Vertebrate Sort and Review</li> </ul>
Sort multiple groups by one attribute (e.g., “all blue, all red, all yellow” or “all bears, all cats, all dogs”).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian</li> <li>• Unit 5, Pg. 155 Vertebrate Sort and Review</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Sort, classify, and compare objects <i>continued</i>.</b>		
Identify the attribute by which objects are sorted.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Big Small Song</li> <li>• Book: Buttons, Buttons</li> <li>• Videos: Large Small Toys; Big Little Animals</li> <li>• Sort</li> <li>• Size</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian</li> <li>• Unit 5, Pg. 155 Vertebrate Sort and Review</li> </ul>
Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., “greater”/”more than,” “less than,” “same”/”equal to”).	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>
<b>Describe and compare measurable attributes.</b>		
Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as “longer”/”shorter,” “heavier”/”lighter,” or “taller”/”shorter.”	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Measuring Plants</li> <li>• Videos: Large Small Toys; Big Little Animals</li> <li>• Size</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Length</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange and Count Activities</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
Order objects by measurable attribute (e.g., biggest to smallest).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Videos: Large Small Toys; Big Little Animals</li> <li>• Size</li> <li>• Order Size</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Describe and compare measurable attributes continued.</i>		
Measure length and volume (capacity) using non-standard measurement tools.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>GEOMETRY (4)</b>		
<i>Describe two- and three-dimensional shapes.</i>		
Match similar shapes when given a variety of two- and three-dimensional shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites; Corners and Sides</li> <li>• Book: Imagination Shapes</li> <li>• Similar Figures</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 3, Pg. 377 Shape Hunt</li> </ul>
Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 3, Pg. 377 Shape Hunt</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>
Distinguish examples and non-examples of various two- and three-dimensional shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites; Corners and Sides</li> <li>• Book: Imagination Shapes</li> <li>• Similar Figures</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 3, Pg. 377 Shape Hunt</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Describe two- and three-dimensional shapes <i>continued</i>.</b>		
Use informal language to describe three-dimensional shapes (e.g., “box” for cube; “ball” for sphere; “can” for cylinder).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Book: Imagination Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 8 Flat or Solid</li> </ul>
<b>SCIENCE (SC)</b>		
<b>SKILLS AND PROCESSES/LIFE SCIENCE (1)</b>		
<b>Construct knowledge of life science through questioning and observation.</b>		
Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 2, Pg. 223 Living and Nonliving</li> </ul>
Use evidence from investigations to describe observable properties of a variety of objects.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Living and Nonliving; Plant or Animal; Precipitation; Birds; Food From Plants; Vertebrates; Invertebrates; Fish; Five Senses; Four Ecosystems; Seasons; I Am Part of All I See; The Moon; Conservation</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; I Wish I Had Ears Like a Bat; That’s What I Like: A Book About Seasons</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Living or Nonliving</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> <li>• Unit 4, Pg. 86 Fish Investigation</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL STUDIES (SS)</b>		
<b>GOVERNMENT (1)</b>		
Demonstrate understanding of rules and responsible behavior.		
Identify rules used at home and at school.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Explain how rules promote order, safety, and fairness.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>HISTORY (2)</b>		
Demonstrate an understanding of past, present, and future in the context of daily experiences.		
Describe the events of the day (things that have happened in the immediate past, that happen in the present, and that might happen in the future) using terms such as “morning”/“afternoon” and “night”/“day.”		<ul style="list-style-type: none"> <li>• Introduction, Pg. 24 Morning Meeting and Attendance</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 33 Reflection and Dismissal</li> <li>• Unit 1, Pg. 43 Reflection and Dismissal</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 53 Reflection and Dismissal</li> <li>• Unit 1, Pg. 55 Calendar; Morning Message; Schedule</li> <li>• Unit 1, Pg. 61 Reflection and Dismissal</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate an understanding of past, present, and future in the context of daily experiences <i>continued</i> .		
Communicate about past events and anticipate what comes next during familiar routines and experiences.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 24 Morning Meeting and Attendance</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 33 Reflection and Dismissal</li> <li>• Unit 1, Pg. 43 Reflection and Dismissal</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 53 Reflection and Dismissal</li> <li>• Unit 1, Pg. 55 Calendar; Morning Message; Schedule</li> <li>• Unit 1, Pg. 61 Reflection and Dismissal</li> </ul>
<b>PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (PD)</b>		
<b>PHYSICAL EDUCATION (1)</b>		
Demonstrate the ability to use large muscles to perform a variety of physical skills.		
Show fundamental movement by demonstrating spatial concepts in movement patterns.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).		<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 2, Pg. 42 Birds on a Perch</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 203 Spring Gallop!</li> </ul>
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 203 Spring Gallop!</li> </ul>
Use non-locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting).		<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 2, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.</b>		
Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 57 Cooking Apples Investigation</li> <li>• Unit 1, Pg. 56 Writing Letter A (Pencil Grip)</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
Use classroom and household tools independently with eye-hand coordination to carry out activities.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> </ul>
Use a three-finger grasp of dominant hand to hold a writing tool.	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 56 Writing Letter A (Pencil Grip)</li> </ul>
<b>HEALTH (2)</b>		
<b>Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.</b>		
With modeling and support, identify and follow basic safety rules.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>• Unit 7, Pg. 231 Water Safety</li> </ul>
Identify ways adults help to keep us safe.		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>• Unit 7, Pg. 231 Water Safety</li> </ul>
With modeling and support, identify the consequences of unsafe behavior.		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>• Unit 7, Pg. 231 Water Safety</li> </ul>
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate personal health and hygiene practices.</b>		
Independently complete personal care tasks (e.g., washing hands before eating and after toileting).		<ul style="list-style-type: none"> <li>• Introduction, Pg. 27 Toileting</li> <li>• Unit 1, Pg. 11 Hand Washing</li> <li>• Unit 6, Pg. 87 Wash Your Hands With Soap (and the ABCs!)</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> <li>• Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> </ul>
Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Health Experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 54 Germs</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 6, Pg. 87 Wash Your Hands With Soap (and the ABCs!)</li> </ul>
<b>FINE ARTS (FA)</b>		
<b>MUSIC (1)</b>		
<b>Demonstrate awareness of and respond to the characteristics of musical sounds through voice, body movements, and class room instruments.</b>		
Listen and respond to repeated rhythmic patterns.		<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 111 Friendly Musical Chairs</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 6, Pg. 22 Find the Beat</li> </ul>
Respond to changes heard in music: fast/slow, loud/soft, long/short, high/low.	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 98 Music Shop and Studio</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 6, Pg. 22 Find the Beat</li> </ul>
Sing songs that use the voice in a variety of ways.	Waterford Early Learning encourages children to sing along with familiar and new songs specific to learning objectives.	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 1, Pg. 98 Music Shop and Studio</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> </ul>



KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate awareness of and respond to the characteristics of musical sounds through voice, body movements, and class room instruments <i>continued.</i></b>		
Demonstrate steady beat through singing, moving the body, or playing classroom instruments.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Music Activities</li> <li>Dance and Movement Activities</li> <li>Unit 1, Pg. 98 Music Shop and Studio</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 6, Pg. 22 Find the Beat</li> </ul>
Listen and respond to simple directions or verbal cues in singing games.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Music Activities</li> <li>Dance and Movement Activities</li> <li>Unit 1, Pg. 98 Music Shop and Studio</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 2, Pg. 251 Body Moves</li> </ul>
<b>VISUAL ARTS (2)</b>		
<b>Identify, describe, experiment with, and create images and forms from observation, memory, imagination, and feelings.</b>		
Identify colors, lines, and shapes found in the environment and in works of art.	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>Book: Imagination Shapes</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>World Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Red, Yellow, and Blue</li> <li>Color Practice</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 351 Making Shapes</li> <li>Unit 3, Pg. 363 Fire Painting</li> <li>Unit 3, Pg. 370 Shades of Paint</li> <li>Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Use colors, lines, and shapes to communicate ideas about the observed world.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 351 Making Shapes</li> <li>Unit 3, Pg. 363 Fire Painting</li> <li>Unit 3, Pg. 370 Shades of Paint</li> <li>Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Identify, describe, experiment with, and create images and forms from observation, memory, imagination, and feelings <i>continued</i>.</b>		
Explore and discuss how colors, lines, and shapes are used in artworks.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Red, Yellow, and Blue</li> <li>• Color Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 3, Pg. 363 Fire Painting</li> <li>• Unit 3, Pg. 370 Shades of Paint</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Use colors, lines, and shapes to make artworks that express ideas and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 3, Pg. 363 Fire Painting</li> <li>• Unit 3, Pg. 370 Shades of Paint</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
<b>THEATER (3)</b>		
<b>Use a variety of theatrical elements and conventions to demonstrate themes about life experiences, ideas, and feelings.</b>		
Listen to and retells or performs nursery rhymes, finger plays, popular children’s books/stories, and other media.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 33 Dramatic Play: Bunny Cakes</li> <li>• Unit 3, Pg. 302 Rock-a-Bye Baby: Lullaby Word Segmentation</li> <li>• Unit 3, Pg. 304 Farmer Mash</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Demonstrate themes and ideas about people and events through play.	<ul style="list-style-type: none"> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 33 Dramatic Play: Bunny Cakes</li> <li>• Unit 1, Pg. 68 Dramatic Play: Garage</li> </ul>
Create accompaniment to stories using natural and human-made sounds.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 33 Dramatic Play: Bunny Cakes</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 7, Pg. 235 Rain Sticks</li> </ul>

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DANCE (4)</b>		
Demonstrate knowledge of how elements of dance are used to communicate meaning.		
Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Song: I Touch My Nose Like This</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing With Props</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 3, Pg. 304 Farmer Mash</li> </ul>
Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, energy, fast and slow, and use of sensory stimuli to create movement.	<ul style="list-style-type: none"> <li>• Song: I Touch My Nose Like This</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing With Props</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 304 Farmer Mash</li> <li>• Unit 6, Pg. 22 Find the Beat</li> </ul>
Reproduce movement demonstrated by the teacher.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 304 Farmer Mash</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

### Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

## BASIC READING

### Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

### Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

### Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mosel!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune;

Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

### Readable (Walk-through/Jump-through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



## SUPPORT

*Professional Services offers a continuum of customizable services. [Learn more here.](#)*

## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

## Informational Books

The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

### Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

### Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space

Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?

## PRE-MATH & SCIENCE

### Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

### Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

## Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## BASIC MATH & SCIENCE

### Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

## FLUENT MATH & SCIENCE

### Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

## ALBUMS

### Beginning Math Songs: Volume 1

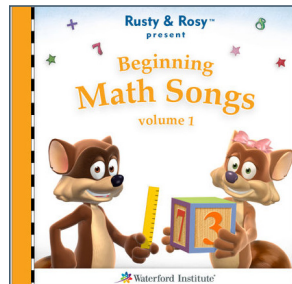
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

### Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story



*Download these albums and more at iTunes. Search for "Waterford's Rusty & Rosy and Friends."*

## WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

## MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1-10), Order (1-10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11-15, Numbers 16-20

## SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

### Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

## MY BACKPACK APP

Mental Math, Read-Along Books, Traditional Tales, Sing-Along Songs, Nursery Rhymes

