

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

100%

*Alabama
Developmental
Standards
for Preschool
Children 2012*

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OVERVIEW



This document provides a detailed correlation of WATERFORD EARLY LEARNING *to* ALABAMA DEVELOPMENTAL STANDARDS FOR PRESCHOOL CHILDREN 2012.

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

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

Waterford Reading is a comprehensive, adaptive reading curriculum designed to help each student become a fluent reader. Waterford Reading incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency.



Following an extensive review, Waterford 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 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.

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.

Placement Assessment: Students begin their experience with a Placement Assessment. Based on rigorous research, the Placement Assessment evaluates a student's abilities and determines an appropriate starting point.

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

With resources available in the Waterford Manager, thousands of online activities are available for teachers 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 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 Classroom Advantage.
- **Print, PDF, and Internet Resources:** Teacher guides, Waterford Manager teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford is continually developing their programs with the latest research findings. Please note that this correlation is accurate as of the date on the cover.



SUPPORT

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



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
APPROACHES TO LEARNING		
GOAL 1: CHILDREN WILL DEVELOP CURIOSITY, INITIATIVE, SELF-DIRECTION, AND PERSISTENCE.		
AL.P.1.1 Make and express choices, plans, and decisions.	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 110 Plan, Do, Review • Unit 2, Pg. 188 Full Buckets • Unit 7, Pg. 165 I Choose Carefully
AL.P.1.2 Choose and complete challenging tasks.	Waterford Early Learning provides support throughout each activity. The support can range from repeating instructions to offering encouragement and various hints to a step-by-step, follow-me instructions.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 134 Texture Sort • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
AL.P.1.3 Understand and follow rules and routines.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities. <ul style="list-style-type: none"> • Soup's On! • Do I Have To? • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
AL.P.1.4 Accept changes in plans and schedules.	<ul style="list-style-type: none"> • Marmot Basket • Soup's On! 	<ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Unit 1, Pg. 36 Jump Up and Down Transition
AL.P.1.5 Demonstrate increasing ability to complete task and maintain concentration over time.	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"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 232 Wash the Tables!
Goal 2: Children will develop positive attitudes, habits, and learning styles.		
AL.P. 2.1 Demonstrate an eagerness and interest in learning.	<ul style="list-style-type: none"> • 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 • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 18 Afternoon Centers • Unit 4, Pg. 84 Working Together
AL.P.2.2 Develop increasing ability to find more than one solution to a question or problem.	<ul style="list-style-type: none"> • 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 • Science Investigation 	<ul style="list-style-type: none"> • Unit 6, Pg. 99 I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem

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



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE AND LITERACY		
GOAL 1: CHILDREN WILL DEVELOP LISTENING COMPREHENSIVE SKILLS (RECEPTIVE LANGUAGE).		
LL.P.1.1 Understand and follow spoken directions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen , to understand, and to respond appropriately. If needed, the software will provide support and visual cues.	<ul style="list-style-type: none"> • Unit 1, Pg. 9 Classroom Bear • Unit 1, Pg. 19 Birthday Cupcakes • Unit 7, Pg. 131 I Pay Attention
LL.P.1.2 Listen attentively to stories of class discussions.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities
LL.P.1.3 Demonstrate increased comprehension skills by retelling or dictating stories from books and classroom experiences.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) <ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities
LL.P.1.4 Begin using pre-reading skills and strategies. (Ex.: prior knowledge to text, making predictions about text, and using picture clues.)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) <ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Peek at the Story • Picture Clues • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 32 Train My Brain: Determination
GOAL 2: CHILDREN WILL DEVELOP PHONOLOGICAL AWARENESS SKILLS TO DISCRIMINATE THE SOUNDS OF LANGUAGE.		
LL.P.2.1 Discriminate and identify sounds in spoken language.	<ul style="list-style-type: none"> • Get Started with Sounds • Letter Sounds • Sound Sense • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 17 Llama Llama Sounds • Unit 1, Pg. 118 Sound Order



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 2: CHILDREN WILL DEVELOP PHONOLOGICAL AWARENESS SKILLS TO DISCRIMINATE THE SOUNDS OF LANGUAGE <i>continued.</i>		
LL.P.2.2 Recognize common sounds at the beginning of a series of words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds 	<ul style="list-style-type: none"> • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound /kw/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial sounds and Letter Sound /r/
LL.P.2.3 Identify syllables in words.	<ul style="list-style-type: none"> • Syllables • Syllable Safari 	<ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and letter Sound /ck/ • Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/ • Unit 5, Pg. 202 Circus Syllables
LL.P.2.4 Identify words that rhyme.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 164 The Hungry Thing: Rhyme Play • Unit 2, Pg. 199 Rhyme Race
GOAL 3: CHILDREN WILL DEVELOP AN UNDERSTANDING OF NEW VOCABULARY.		
LL.P.3.1 Name a variety of pictures/ objects and/or actions in natural environment.	Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 2, Pg. 141 Sentence Board Game
LL.P.3.2 Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.	<ul style="list-style-type: none"> • Build Knowledge • Pretend Play • Connect to Me • Vocab Instruction 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities
LL.P.3.3 Connect new vocabulary with prior educational experiences.	<ul style="list-style-type: none"> • Build Knowledge • Pretend Play • Connect to Me • Vocab Instruction 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 5, pg. 151 Dinosaur Stomp



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 4: CHILDREN WILL DEVELOP SPEAKING SKILLS FOR THE PURPOSE OF COMMUNICATION (EXPRESSIVE LANGUAGE).		
LL.P.4.1 Express wants and needs.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 112 Elephant Invitations
LL.P.4.2 Responds to questions.	Students continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly.	<ul style="list-style-type: none"> • Unit 1, Pg. 136 Find Someone Who Has...
LL.P.4.3 Engage in conversations with peers and adults.	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"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 145 What's in the Bag? • Unit 4, Pg. 106 How to Meet New People
LL.P.4.4 Increase length and grammatical complexity of sentences.	Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Journal Activities • Center Activities • Dramatic Play Activities • Unit 5, Pg. 141 Sentence Board Game
LL.P.4.5 Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 26 Singing the Alphabet • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble • Unit 3, Pg. 343 Wheels on the Bus: compound Word Blend
LL.P.4.6 Engage in storytelling and pretend play using oral language.	<ul style="list-style-type: none"> • Pretend Play • Perfect Present 	<ul style="list-style-type: none"> • Dramatic Play Activities
LL.P.4.7 Show progress in speaking English (for non-English speaking students.)	Waterford Early Learning provides Native Language Support. With this feature enabled, when the student clicks Repeat they hear the instructions again in their Native Language followed immediately in English. ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.	<ul style="list-style-type: none"> • Introduction, Pg. 21 Supporting Dual Language Learners • Dramatic Play Centers • Center Activities



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GOAL 5: CHILDREN WILL DEVELOP AGE-APPROPRIATE WRITING SKILLS.		
LL.P.5.1 Experiment with a variety of writing tools and materials.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
LL.P.5.2 Progress from using scribbles, shapes or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • What's Your Name? 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Capital Letter Introductions • Lowercase Letter Introductions
GOAL 6: CHILDREN WILL DEVELOP KNOWLEDGE ABOUT THE VARIOUS USES OF PRINT AND CHARACTERISTICS OF WRITTEN LANGUAGE (CONCEPTS ABOUT PRINT).		
LL.P.6.1 Demonstrate an interest in books and exhibit book handling skills.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books
LL.P.6.2 Show increasing awareness of environmental print in the classroom, home, and community.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message
LL.P.6.3 Understand that writing is used as a form of communication for a variety of purposes.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words • Journal Activities
LL.P.6.4 Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words tell about the Pictures • Look, Listen, and Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 8 Morning Message • Unit 1, PG. 23 Morning Message • Unit 1, Pg. 82 Letters Make Words • Journal Activities
LL.P.6.5 Show progress in recognizing the association between spoken and written words by following print as it is read aloud.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 23 Morning Message • Story Time Activities



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 7: CHILDREN WILL DEVELOP ALPHABET KNOWLEDGE.		
LL.P.7.1 Identify letters in the alphabet, especially letters in own name.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • What's Your Name? 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 1, Pg. 74 Name Magnets
LL.P.7.2 Show progress in identifying the names of letters and the sounds they represent.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound 	<ul style="list-style-type: none"> • Unit 1, Pg. 12 Alphabet and Letters • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook
LL.P.7.3 Demonstrate increased ability to recognize letters at the beginning of words.	<ul style="list-style-type: none"> • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • Initial Sound • Right Initial Sound • Letter Sounds 	<ul style="list-style-type: none"> • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ • Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS		
GOAL 1: CHILDREN WILL DEVELOP AN AWARENESS AND UNDERSTANDING OF NUMBERS.		
M.P.1.1 Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.	<ul style="list-style-type: none"> • Number Songs • Number Books • Explain Numbers • Number Instruction • Number Recognition and Sense • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Fun • Moving Target • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 200 Counting in a Circle
M.P.1.2 Show increasing ability to count in sequence to 10 and beyond.	<ul style="list-style-type: none"> • Number Songs • Number Books • Explain Numbers • Number Instruction • Number Recognition and Sense • Counting Songs • Number Counting • Order Numbers • Counting Puzzles • Match Numbers • Bug Fun • Moving Target • Dot-to-Dot 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Introduce and Write Number Activities
M.P.1.3 Begin to understand the concept of estimation.	<ul style="list-style-type: none"> • Length • Capacity 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight
M.P.1.4 Use language to compare numbers of objects with terms such as more, less, equal to, greater than, or fewer than.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 1: CHILDREN WILL DEVELOP AN AWARENESS AND UNDERSTANDING OF NUMBERS <i>continued.</i>		
M.P.1.5 Use ordinal number words to describe the position of objects (ex. “first”, “second”, “third”, etc.)	<ul style="list-style-type: none"> • Song: Monster Trucks • Order Numbers • First, Next, and Last • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 1, Pg. 78 Introduce and Count Number 2 • Unit 1, Pg. 100 Introduce and Count Number 3
M.P.1.6 Begin to use numbers and counting as a means for solving problems and measuring quantity.	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • Number Instruction • Number Recognition and Sense • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 2, Pg. 208 Pizza Chef Match • Unit 6, Pg. 121 Problem Solving: Fair Division
GOAL 2: CHILDREN WILL DEVELOP AND UNDERSTANDING OF BASIC GEOMETRIC SHAPES AND DEVELOP A SENSE OF SPACE.		
M.P.2.1 Recognize, describe, compare, and name shapes, their parts, and attributes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Symmetry • Congruence • Similar Figures 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 314 Cutting Shapes • Unit 3, Pg. 320 Circles • Unit 3, Pg. 360 Fancy Shapes
M.P.2.2 Use math language to indicate understanding of positional concepts.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Next, and Last • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 2: CHILDREN WILL DEVELOP AND UNDERSTANDING OF BASIC GEOMETRIC SHAPES AND DEVELOP A SENSE OF SPACE <i>continued.</i>		
M.P.2.3 Use classroom materials to combine shapes to create other shapes.	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles & Squares • Unit 3, Pg. 368 Shapes Mural
M.P.2.4 Begin to understand concept of “part” and “whole” using real objects.	<ul style="list-style-type: none"> • Song: Fractions • Book: Half For You and Half For Me • Equal Part Fractions 	<ul style="list-style-type: none"> • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 • Unit 6, Pg. 121 Problem Solving: Fair Division
GOAL 3: CHILDREN WILL SHOW AWARENESS OF, RECOGNIZE, AND CREATE PATTERNS.		
M.P.3.1 Match, sort, place in a series, and regroup objects according to attributes (color, shape, size, etc.)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 60 Turn and Talk Matching
M.P.3.2 Describe, duplicate and extend simple patterns using a variety of materials or objects.	<ul style="list-style-type: none"> • Song: Train Stations Pattern • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
M.P.3.3 Recognize and identify patterns in the environment.	<ul style="list-style-type: none"> • Song: Train Stations Pattern • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
GOAL 4: CHILDREN WILL EXPLORE CONCEPTS OF BASIC MEASUREMENTS.		
M.P.4.1 Use comparative/superlative terms to describe and contrast objects (ex.: long, longer, longest; short, shorter, shortest; small, medium, large).	<ul style="list-style-type: none"> • Songs: Large, Larger, Largest; Savanna Size • Big and Little • Heavy and Light • Tall and Short • Order Size • Length • Capacity 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight
M.P.4.2 Use standard and nonstandard measurement tools to determine length, volume, and weight of objects.	<ul style="list-style-type: none"> • Length • Capacity • Weight 	<ul style="list-style-type: none"> • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 209 Exploring Volume



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 4: CHILDREN WILL EXPLORE CONCEPTS OF BASIC MEASUREMENTS <i>continued</i>.		
M.P.4.3 Demonstrate an understanding of measurable concepts of time and sequence.	<ul style="list-style-type: none"> • Song: Clock Hands • Book: How Long is a Minute? • Calendar • Today • Yesterday/Tomorrow • Tell Time • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Calendar: Tomorrow
GOAL 5: CHILDREN WILL ANALYZE DATA WITHIN SMALL AND LARGE GROUP SETTINGS.		
M.P.5.1 Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 121 Problem Solving: Fair Division
M.P.5.2 Classify objects using more than one attribute.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort
M.P.5.3 Sort and classify objects using self-selected criteria.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures 	<ul style="list-style-type: none"> • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 147 Decomposing 7



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 5: CHILDREN WILL ANALYZE DATA WITHIN SMALL AND LARGE GROUP SETTINGS <i>continued.</i>		
M.P.5.4 Develop ability to collect, describe, and record information through drawings, maps, charts and graphs.	<ul style="list-style-type: none"> • Weather • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?
SCIENCE AND ENVIRONMENTAL EDUCATION		
GOAL 1: CHILDREN WILL DEVELOP THE ABILITY TO USE SCIENTIFIC PROCESSES AND INQUIRY.		
S.P.1.1 Use senses to gather information, classify objects, observe processes, and describe materials.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell • Observe a Simple System • Materials • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 104 Listening Walk • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 204 Dragons Love Tacos: Tasting Activity
S.P.1.2 Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 7, Pg. 233 Precipitation
S.P.1.3 Record observations using simple visual tools such as drawing, graphs, charts, logos.	<ul style="list-style-type: none"> • Book: One More Cat • Weather • Calendar/Graph Weather • Tally Marks 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart
S.P.1.4 Describe simple cause and effect relationships.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System • Clouds • Water 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 6, Pg. 27 Digesting Food • Unit 6, Pg. 108 Exercise Makes Me Better



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 2: CHILDREN WILL ACQUIRE KNOWLEDGE RELATED TO PHYSICAL SCIENCE.		
S.P.2.1 Investigate, explore, and compare objects in the classroom and on the playground.	<ul style="list-style-type: none"> • Songs: The Scientific Method; The Five Senses; Large, Larger, Largest • Make Comparisons 	<ul style="list-style-type: none"> • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 279 Shadow Theater • Unit 4, Pg. 18 Skeleton Hands • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
S.P.2.2 Examine and describe the properties of solids and liquids.	<ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid • Water 	<ul style="list-style-type: none"> • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 337 Exploring Water • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteors
S.P.2.3 Name and use simple machines in the context of daily play and problem- solving.		<ul style="list-style-type: none"> • Unit 1, Pg. 127 DP: Construction Site • Unit 7, Pg. 141 Tool Workshop
S.P.2.4 Explore and describe types of speed, motion, and sound.	<ul style="list-style-type: none"> • Songs: Push and Pull; Sound • Push and Pull • Sound Waves 	<ul style="list-style-type: none"> • Unit 1, Pg. 105 Pouring Sounds • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 6, Pg. 18 Listening to My Body
S.P.2.5 Design and create items with simple tools.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> • Unit 2, Pg. 190 DP: Junkyard Sculpture • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 141 Tool Workshop
GOAL 3: CHILDREN WILL ACQUIRE KNOWLEDGE RELATED TO EARTH SCIENCES AND OUR ENVIRONMENT.		
S.P.3.1 Identify, describe, and compare natural items from their immediate environment.	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates • Make Comparisons • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates 	<ul style="list-style-type: none"> • Unit 4, Pg. 118 Raising Tadpoles • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 3: CHILDREN WILL ACQUIRE KNOWLEDGE RELATED TO EARTH SCIENCES AND OUR ENVIRONMENT <i>continued.</i>		
S.P.3.2 Demonstrate respect for preserving the environment.	<ul style="list-style-type: none"> • Songs: I am Part of All I See, Conservation, Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 349 Where Does Our Water Come From?
S.P.3.3 Describe the basic needs of how to care for living things.	<ul style="list-style-type: none"> • Plants • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 118 Raising Tadpoles
S.P.3.4 Demonstrate knowledge of changes that plants and animals pass through during life cycles.	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Measuring Plants • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Observe a Simple System • Mammals • Birds • Reptiles • Amphibians • Insects • Invertebrates • Worms • Plants • Food From Plants 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 4, Pg. 118 Raising Tadpoles



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 3: CHILDREN WILL ACQUIRE KNOWLEDGE RELATED TO EARTH SCIENCES AND OUR ENVIRONMENT <i>continued.</i>		
S.P.3.5 Identify and describe common animals and insects, and their natural habitats.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Fish • Books: Guess What I Am; Creepy Crawlers; I Want to Be a Scientist Like Jane Goodall • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates 	<ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
GOAL 4: CHILDREN WILL ACQUIRE KNOWLEDGE RELATED TO EARTH AND SPACE SCIENCE.		
S.P.4.1 Identify four seasons and seasonal changes.	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, a Book About Seasons • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Introduction, Pg. 25 Calendar • Unit 1, Pg. 35 Calendar • Unit 7, Pg. 244 Weather Report
S.P.4.2 Identify types of weather and impact on environment.	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like, A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 244 Weather Report
S.P.4.3 Identify and classify objects observed in the day sky and the night sky.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Books: Star Pictures; What is a Cloud? • Constellations • Sun • Moon 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteors • Unit 7, Pg. 233 Precipitation



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 4: CHILDREN WILL ACQUIRE KNOWLEDGE RELATED TO EARTH AND SPACE SCIENCE <i>continued.</i>		
S.P.4.4 Identify common earth materials and landforms.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Wetlands • Prairies 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From?
S.P.4.5 Observe and describe light and shadows.		<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 279 Shadow Theater
TECHNOLOGY		
GOAL 1: CHILDREN WILL GAIN KNOWLEDGE OF TECHNOLOGY.		
T.P.1.1 Demonstrate basic knowledge of computer skills.	Children select the Waterford icon to begin their session. While interacting with Waterford Early Learning courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center • Unit 1, Pg. 28 SmartStart Orientation
T.P.1.2 Demonstrate knowledge of variety of media and technology tools.	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center • Unit 1, Pg. 28 SmartStart Orientation
T.P.1.2 Demonstrate knowledge of the use of technology as a communication system of the world.	Waterford Early Learning includes a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Word Processor activities extending communication through an interactive whiteboard.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are • Unit 7, Pg. 216 Digital Program



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL-EMOTIONAL DEVELOPMENT		
GOAL 1: CHILDREN WILL DEVELOPMENT CONFIDENCE AND POSITIVE SELF-AWARENESS.		
SE.P.1.1 Display a healthy self-image.	<ul style="list-style-type: none"> • Clubhouse • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 4, Pg. 112 I Can Book
SE.P.1.2 Demonstrate awareness of attributes of self (abilities, characteristics, and preferences).	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Soup’s On! • Party Time • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 112 I Can Book
SE.P.1.3 Demonstrate knowledge of self through recognition of body parts.	<ul style="list-style-type: none"> • Song: I Touch My Nose Like This • Body Parts • Parts of the Face 	<ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 251 Body Moves • Unit 6, Pg. 4 My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body
SE.P.1.4 Demonstrate growth in capacity for independence.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present • Clubhouse • Boo Hoo Baby • Baby’s Berries 	<ul style="list-style-type: none"> • Unit 1, Pg. 20 Reflection and Dismissal • Unit 2, Pg. 240 I’m Responsible • Center Activities
GOAL 2: CHILDREN WILL INCREASE THE CAPACITY FOR SELF-CONTROL.		
SE.P.2.1 Initiate play with other children.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Unit 6, Pg. 56 Can I Play With You? • Unit 7, Pg. 249 Friendship
SE.P.2.2 Recognize and manage feelings and impulses in developmentally appropriate ways.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Soup’s On! • Lost and Found • Lost Dinosaur • Squirrel’s Blocks • The Picnic 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy • Unit 4, Pg. 74 It’s Okay to Say No
SE.P.2.3 Demonstrate the ability to control behavior when changing activities with class or group.	<ul style="list-style-type: none"> • Soup’s On! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 84 Working Together



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 2: CHILDREN WILL INCREASE THE CAPACITY FOR SELF-CONTROL <i>continued</i>.		
SE.P.2.4 Separate easily from family.		<ul style="list-style-type: none"> • Introduction, Pg. 18 Family Engagement • Unit 1, Pg. 4 Arrival and Toy Time
GOAL 3: CHILDREN WILL DEVELOP INTERPERSONAL AND SOCIAL SKILLS FOR RELATING WITH OTHER PEOPLE.		
SE.P.3.1 Sustain interaction with peers by cooperating, playing, and interacting.	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"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 34 Counting and Attendance • Unit 1, Pg. 88 Let's Play
SE.P.3.2 Understand how actions affect others and begin to accept consequences.	<ul style="list-style-type: none"> • Broken Lamp • Do I Have To? • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 7, Pg. 165 I Choose Carefully • Unit 7, Pg. 184 Consequence Game
SE.P.3.3 Show increasing ability to use compromise and discussion to resolve conflict 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"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
GOAL 4: CHILDREN WILL DEVELOP A RESPECT FOR DIFFERENCES IN PEOPLE AND AN APPRECIATION OF THEIR ROLE AS A FAMILY, CLASSROOM, AND THE COMMUNITY.		
SE.P.4.1 Show progress in understanding similarities and respecting differences in people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 14 Vertebrates Have Bones
SE.P.4.2 Show understanding and respect for the property 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 the rights and property of others as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 2, Pg. 240 I'm Responsible • Introduction, Pg. 8 Art Center
SE.P.4.3 Develop an awareness of how actions positively affect the classroom environment.	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"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 66 Classroom Helpers



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHYSICAL DEVELOPMENT		
GOAL 1: CHILDREN WILL DEVELOP GROSS MOTOR SKILLS.		
PD.P.1.1 Develop and demonstrate strength and coordination of large muscles.		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 2, Pg. 42 Birds on a Perch • Unit 7, Pg. 203 Spring Gallop!
PD.P.1.2 Develop and demonstrate skills for walking.		<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 5, Pg. 246 Library Field Trip
PD.P.1.2 Develop and demonstrate skills for sitting.		<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 6 Listening Rug Rules
PD.P.1.3 Develop and demonstrate skills for rolling.		<ul style="list-style-type: none"> • Unit 6, Pg. 122 Obstacle Course
GOAL 2: CHILDREN WILL DEVELOP FINE MOTOR SKILLS.		
PD.P.2.1 Develop and demonstrate strength and coordination of small muscles.	The use of Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 1, Pg. 56 Writing Letter A (Pencil Grip) • Unit 7, Pg. 141 Tool Workshop
PD.P.2.2 Develop eye-hand coordination in a purposeful way.	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes
HEALTH AND DAILY LIVING		
GOAL 1: CHILDREN WILL ACQUIRE KNOWLEDGE OF HEALTHY PERSONAL CARE ROUTINES.		
HDL.P.1.1 Wash and dry hands without assistance.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 87 Wash Your Hands With Soap (and the ABCs!)
HDL.P.1.2 Toilet independently.		<ul style="list-style-type: none"> • Introduction, Pg. 27 Toileting
HDL.P.1.3 Brush teeth independently.	<ul style="list-style-type: none"> • Teeth 	<ul style="list-style-type: none"> • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!
HDL.P.1.4 Cover mouth and nose with coughing and sneezing.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 1: CHILDREN WILL ACQUIRE KNOWLEDGE OF HEALTHY PERSONAL CARE ROUTINES <i>continued.</i>		
HDL.P.1.5 Manipulate clothing/ fasteners.		<ul style="list-style-type: none"> Unit 6, Pg. 79 Bath Time
HDL.P.1.6 Put on/take off coat, socks, and shoes.		<ul style="list-style-type: none"> Arrival and Dismissal Routines Unit 6, Pg. 108 Exercise Makes Me Better Unit 7, Pg. 243 What Should I Wear?
GOAL 2: CHILDREN WILL ACQUIRE KNOWLEDGE OF HEALTHY NUTRITIONAL PRACTICES.		
HDL.P.2.1 Follow mealtime routines and procedures.	<ul style="list-style-type: none"> Soup's On! 	<ul style="list-style-type: none"> Unit 1, Pg. 15 Prepare for Lunch Unit 5, Pg. 214 Set the Table, Please
HDL.P.2.2 Open a food/drink container.		<ul style="list-style-type: none"> Unit 1, Pg. 60 Snack
HDL.P.2.3 Eat with a spoon/fork.		<ul style="list-style-type: none"> Unit 1, Pg. 60 Snack
HDL.P.2.4 Drink from an open cup.		<ul style="list-style-type: none"> Unit 1, Pg. 60 Snack
HDL.P.2.5 Identify healthy foods from basic food groups (meat, grains, dairy, fruits, vegetables).	<ul style="list-style-type: none"> Song: Health Healthy Food 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating
GOAL 3: CHILDREN WILL ACQUIRE KNOWLEDGE OF SAFETY PROCEDURES.		
HDL.P.3.1 Demonstrate knowledge of personal safety.	<ul style="list-style-type: none"> Songs: Sun Blues; Storms Lightning Safety 	<ul style="list-style-type: none"> Unit 3, Pg. 287 Sun Safe Song Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe Unit 7, Pg. 231 Water Safety
HDL.P.3.2 Recognize and know to avoid potentially harmful situations.	<ul style="list-style-type: none"> Songs: Sun Blues; Storms Lightning Safety 	<ul style="list-style-type: none"> Unit 3, Pg. 287 Sun Safe Song Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe Unit 7, Pg. 231 Water Safety
HDL.P.3.3 Recognize and know to avoid potentially harmful substances.	<ul style="list-style-type: none"> Book: The Germs Germs Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> Unit 7, Pg. 155 Safe Eating: Gallery Refreshments



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE ARTS		
GOAL 1: CHILDREN WILL USE ART FOR CREATIVE EXPRESSION AND REPRESENTATION.		
Goal 1: Children will use art for Creative Expression and Representation.	Waterford encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, Pg. 8 Art Center
GOAL 2: CHILDREN WILL SHOW SELF-EXPRESSION THROUGH MUSIC AND MOVEMENT.		
CA.P.2.1 Use a variety of musical instruments, rhythms, and songs to develop creative expression.	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"> • Music Activities • Dance and Movement Activities
CA.P.2.2 Participate in creative music and movement activities.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Music Activities • Dance and Movement Activities
CA.P.2.3 Identify and appreciate different types of music from various cultures.	<ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico) 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Music Shop and Studio • Unit 2, Pg. 233 Mambo Moves



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GOAL 3: CHILDREN WILL PARTICIPATE IN A VARIETY		
CA.P.3.1 Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Traditional Tales (See titles at end of document.) • Pretend Play • Papa’s Play • Mama’s Melody 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities
CA.P.3.2 Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities



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, 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; 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



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 Pinata 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) 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

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

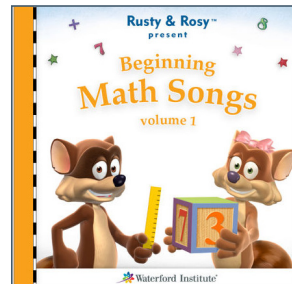
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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-Alongs
Traditional Tales
Sing-Along Songs
Nursery Rhymes

