

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

100%

*California
Preschool
Learning
Foundations
2012*

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OVERVIEW



This document provides a detailed correlation of WATERFORD EARLY LEARNING *to* CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS 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.](#)



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
SOCIAL-EMOTIONAL DEVELOPMENT		
SELF		
1.0 Self-Awareness		
1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	<ul style="list-style-type: none"> • Book: Mine • It's Not Fair! • Do I Have To? • Lost and Found 	<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
2.0 Self-Regulation		
2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	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"> • Lost Dinosaur • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 7, Pg. 131 I Pay Attention • Unit 7, Pg. 165 I Choose Carefully
3.0 Social and Emotional Understanding		
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Boo Hoo Baby • Lost and Found 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Guess How I'm Feeling
4.0 Empathy and Caring		
4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Berries 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy
5.0 Initiative in Learning		
5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instructions.	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 80 Pairs • Unit 1, Pg. 110 Plan, Do, Review • Unit 1, Pg. 132 Erasing Mistakes • Unit 4, Pg. 13 We're All Happy

* Waterford Teacher Resources are available for download in the Waterford Manager (<https://manager.waterford.org/>).



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL INTERACTION		
1.0 Interactions with Familiar Adults		
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	<ul style="list-style-type: none"> • Find Me! • Where's Papa? • Do I Have To? • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 3, Pg. 331 Thank-you Notes • Unit 6, Pg. 20 May I Help? Game
2.0 Interactions with Peers		
2.1 More actively and intentionally cooperate with each other.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 4, Pg. 84 Working Together
2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 88 Let's Play
2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 112 Elephant Invitations • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 74 It's Okay to Say No
3.0 Group Participation		
3.1 Participate positively and cooperatively as group members.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together
4.0 Cooperation and Responsibility		
4.1 Have growing capacities for self control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 4, Pg. 80 Waiting Game • Unit 3, Pg. 318 Growing Into A Good Audience



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RELATIONSHIPS		
1.0 Attachments to Parents		
<p>1.1 Take greater initiative in seeking support from their primary family attachment figures.</p>	<p>Scenarios in Waterford's Social Emotional video series encourage children to seek support from a parent.</p> <ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Mama's Melody • Where's Papa? • Lost Dinosaur • Squirrel's Blocks 	<ul style="list-style-type: none"> • Introduction, Pg. 18 Family Engagement • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 375 Trusted Adults
<p>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</p>	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Soup's On! • Find Me! • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Introduction, Pg. 18 Family Engagement • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
<p>1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.</p>		<ul style="list-style-type: none"> • Introduction, Pg. 18 Family Engagement • Unit 3, Pg. 268 We All Love Our Families
2.0 Close Relationships with Teachers and Caregivers		
<p>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</p>	<p>Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> • Lost and Found • Lost Dinosaur • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 3, Pg. 375 Trusted Adults • Unit 4, Pg. 26 Journal Prompt: I feel...
<p>2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p>	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.</p> <ul style="list-style-type: none"> • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 6, Pg. 20 May I Help? Game



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3.0 Friendships		
3.1 Friendships are more reciprocal, exclusive, and enduring.	<ul style="list-style-type: none"> • Clubhouse • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 7, Pg. 249 Friendship
LANGUAGE AND LITERACY		
LISTENING AND SPEAKING		
1.0 Language Use and Conventions: Children extend their understanding and usage of language to communicate with others effectively.		
1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	Waterford’s Social Emotional videos demonstrate appropriate behavior in conversations and discussions between various characters and model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 106 How to Meet New People
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	Waterford Early Learning introduces letter sounds with instruction demonstrating positioning of lips and tongue to form sounds correctly and clearly. <ul style="list-style-type: none"> • Letter Sound Instruction 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 286 Grandmas: Same and Different
1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	Social Emotional videos demonstrate appropriate behavior and accepted language and style in conversations and discussions between various characters.	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 20 Reflection and Dismissal • Unit 4, Pg. 106 How to Meet New People
1.4 Use language to construct extended narratives that are real or fictional.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 286 Grandmas: Same and Different
2.0 Vocabulary: Children develop age-appropriate vocabulary.		
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Waterford Early Learning provides many activities related to vocabulary acquisition and use. 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 • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 100 DP: Pond



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Vocabulary: Children develop age-appropriate vocabulary <i>continued</i>.		
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	Waterford Early Learning provides many activities related to vocabulary acquisition and use. 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"> • Story Time Activities • Dramatic Play Activities • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 82 Letters Make Words
2.3 Understand and use both simple and complex words that describe the objects.	Waterford Early Learning provides many activities related to vocabulary acquisition and use. 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"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 134 Texture Sort • Unit 1, Pg. 145 What's in the Bag?
3.0 Grammar: Children develop age-appropriate grammar.		
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Nouns; More Than One; Verbs • Sentences • Nouns • Plural Nouns • Verbs 	<ul style="list-style-type: none"> • Unit 1, Pg. 136 Fine Someone Who Has... • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 178 Power I
READING		
1.0 Concepts about Print: Children recognize print conventions and understand that print carries specific meaning.		
1.1 Display appropriate book-handling behaviors and begin behaviors and knowledge of print conventions.	<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 • Picture Story 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 46 the Apple Tree: Discuss the Story



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.0 Concepts about Print: Children recognize print conventions and understand that print carries specific meaning <i>continued</i>.		
1.2 Understand that print is something that is read and has specific meaning.	<ul style="list-style-type: none"> • Print Concepts • Picture Story • Words Tell About the Pictures • Letters Make Words • Look, Listen, and Match 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words
2.0 Phonological Awareness: Children develop age-appropriate phonological awareness.		
2.1 Orally blend and delete words and syllables without the support of pictures or objects.	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddles • Blending Dragon • Blend Every Sound • Syllables • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Work Mixup • Unit 3, Pg. 334 Compound Word Introduction: Blending Fire Words • Unit 3, Pg. 343 Wheels on the Bus: Compound Word Blend • Unit 4, Pg. 202 Circus Syllables
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddles • Blending Dragon • Blend Every Sound • Barnyard Bash • Circus Clown Climbers 	<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 7, Pg. 230 Blending Phonemes: BINGO • Unit 7, Pg. 246 Listening Activity: Simon Says Blend Phonemes
3.0 Alphabetic and Word/Print Recognition: Children extend their recognition of letters of the alphabet.		
3.1 Recognize own name or common words in print.	<ul style="list-style-type: none"> • What's Your Name? 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters • Letter Pictures • 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 4, Pg. 46 Lowercase Letters



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3.0 Alphabetic and Word/Print Recognition: Children extend their recognition of letters of the alphabet <i>continued</i>.		
3.3 Begin to recognize that letters have sounds.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
4.0 Comprehension and Analysis of Age-Appropriate Text: Children demonstrate understanding of age-appropriate text read aloud.		
4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Compare Characters • Describe Characters • Peek at the Story • Sum Up, Remember Order • Sum Up, Five Ws • Find an Answer • Picture Clues 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 148 Ten Little Goldfish • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Compare Characters • Describe Characters • Connect to Me 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 3, Pg. 359 DP: Zoo and Animal Sculpture
5.0 Literacy Interest and Response: Children demonstrate motivation for a broad range of literacy activities.		
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	<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.) • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 148 Ten Little Goldfish • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 318 Growing Into A Good Audience



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
5.0 Literacy Interest and Response: Children demonstrate motivation for a broad range of literacy activities <i>continued</i>.		
5.2 Engage in more complex routines associated with literacy activities.	<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.) • Picture Story • Peek at the Story • Connect to Me • Step Into the Story 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 148 Ten Little Goldfish • Unit 4, Pg. 34 Listening Activity: Rhyme Review
WRITING		
1.0 Writing Strategies: Children demonstrate increasing emergent writing skills.		
1.1 Adjust grasp and body position for increased control in drawing and writing tools.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching
1.2 Write letters or letter-like shapes to represent words or ideas.	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Distinguish Letters 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words • Introduction, Pg. 17 Writing Center • Journal Activities • Capital Letter Introductions • Lowercase Letter Introductions
1.3 Write first name nearly correctly.	<ul style="list-style-type: none"> • Letter Picture Writing • What’s Your Name? 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 3, Pg. 331 Thank-you Notes
LISTENING		
1.0 Children listen with understanding. Focus: Beginning words; Requests and directions; Basic and advanced concepts.		
1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 9 Classroom Bear • Unit 1, Pg. 136 Find Someone Who Has... • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 318 Growing Into A Good Audience
1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	While interacting with Waterford Early Learning, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 110 Plan, Do, Review



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.0 Children listen with understanding. Focus: Beginning words; Requests and directions; Basic and advanced concepts <i>continued</i>.		
1.3 Demonstrate an understanding of words in English related to more advanced concepts.	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"> • Story Time Activities • Unit 1, Pg. 9 Classroom Bear • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 2, Pg. 254 Polly Put the Kettle On
SPEAKING		
1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Communication of needs; Vocabulary production; Conversation; Utterance length and complexity; Grammar; Inquiry		
1.1 Show increasing reliance on verbal communication in English to be understood by others.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 134 Texture Sort • Unit 1, Pg. 145 What's In the Bag?
1.2 Use new English vocabulary to share knowledge of concepts.	Waterford Early Learning provides many activities related to vocabulary acquisition and use. 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 • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer
1.3 Sustain a conversation in English about a variety of topics.	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"> • Dramatic Play Activities • Center Activities
1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Pronouns • Adjectives • Pronouns 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 1, Pg. 136 Find Someone Who Has...
1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject; verb and object), sometimes with errors.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Verbs • Nouns • Plural Nouns • Verbs 	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 149 I Am, I Can
1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.	<ul style="list-style-type: none"> • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 24 What do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink?



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Children begin to understand and use social conventions in English. Focus: Social conventions		
2.1 Appropriately use words and tone of voice associated with social conventions in English.	<ul style="list-style-type: none"> Social Emotional videos model the social conventions of words and tone of voice in conversations and discussions between various characters. 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 39 Quiet Time Unit 3, Pg. 318 Growing Into A Good Audience Unit 6, Pg. 10 Please and Thank You Unit 6, 20 Excuse Me Game
3.0 Children use language to create oral narratives about their personal experiences. Focus: Narrative development		
3.1 Produce simple narratives in English that are real or fictional.	<ul style="list-style-type: none"> Connect to Me Step Into the Story 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 3, Pg. 318 Growing Into A Good Audience
READING		
1.0 Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Participate in read-aloud activity; Interest in books and reading		
1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	<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"> Introduction, Pg. 13 Reading Center Story Time Activities
1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.	<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"> Introduction, Pg. 13 Reading Center
2.0 Children show an increasing understanding of book reading. Focus: Personal connections to the story; Story structure		
2.1 Begin to engage in extended conversations in English about stories.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Compare Characters Describe Characters Peek at the Story Sum Up, Remember Order Sum Up, Five Ws Find an Answer Picture Clues Connect to Me Step Into the Story 	<ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 14 Reading with Preschool Children Introduction, Pg. 13 Reading Center Unit 3, Pg. 270 DP: Grandma's House



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Children show an increasing understanding of book reading. Focus: Personal connections to the story; Story structure <i>continued</i>		
2.2 Retell in English the majority of a story read or told 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"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 17 Writing Center • Unit 3, Pg. 270 DP: Grandma’s House
3.0 Children demonstrate an understanding of print conventions. Focus: Book handling		
3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	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. <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
4.0 Children demonstrate awareness that print carries meaning. Focus: Environmental print		
4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	<ul style="list-style-type: none"> • Decodable Books (See titles at end of document.) • Power Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup
5.0 Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter awareness; Letter recognition		
5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures • Look, Listen, and Match • Print Concepts • Distinguish Letters 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 23 Morning Message • Capital Letter Introductions • Lowercase Letter Introductions
5.2 Identify ten or more letters of the alphabet in English.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters • Letter Pictures • 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. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
6.0 Children demonstrate phonological awareness. Focus: Rhyming; Onset; Sound differences in the home language and English		
6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Song: Rhyming Words • Picture Story • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and The Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am III: Rhyme Discrimination
6.2 Recognize and produce words that have similar onset (initial sound) in English.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/
6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	<ul style="list-style-type: none"> • Song: Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Initial Sound • Right Initial Sound • Blend Onset/Rime • Blending Riddles • Blending Dragon • Barnyard Bash • Circus Clown Climbers • Blend Every Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 34 Listening Activity: Rhyme Review • Unit 4, Pg. 50 Vertebrate Compound Words • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 7, Pg. 242 Simon Says Blending



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
1.0 Children use writing to communicate their ideas. Focus: Writing as communication; Writing to represent words or ideas; Writing their name		
1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures • Look, Listen, and Match • Print Concepts • Distinguish Letters 	<ul style="list-style-type: none"> • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words • Journal Activities • Introduction, Pg. 17 Writing Center
1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Letters Make Words • Words Tell About the Pictures • Look, Listen, and Match • Print Concepts • Distinguish Letters 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 242 DP: Pet Store
1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.	<ul style="list-style-type: none"> • What's Your Name? 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 3, Pg. 331 Thank-you Notes
MATHEMATICS		
NUMBER SENSE		
1.0 Children expand their understanding of numbers and quantities in their everyday environment.		
1.1 Recite numbers in order to twenty with increasing accuracy.	<ul style="list-style-type: none"> • Number Songs • Counting Songs (See titles at end of document.) • Number Instruction • Number Recognition and Sense • Order Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 4, Pg. 102 Read and Write 6
1.2 Recognize and know the name of some written numerals.	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Number Instruction • Number Recognition and Sense • Match Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.0 Children expand their understanding of numbers and quantities in their everyday environment <i>continued</i>.		
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	<ul style="list-style-type: none"> • Make and Count Groups • Match Numbers 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Make and Count Groups • Match Numbers • Number Recognition and Sense • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 1, Pg 23 Counting and Attendance • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Make and Count Groups • Match Numbers • Number Recognition and Sense • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Counting and Attendance • Introduce and Count Number Activities
2.0 Children expand their understanding of number relationships and operations in their everyday environment.		
2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • More Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 60 Turn and Talk Matching • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 8 Greater Than
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction • One-to-one Correspondence • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 272 What Comes Next? • Unit 3, Pg. 280 Counting Backwards



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Children expand their understanding of number relationships and operations in their everyday environment <i>continued</i>.		
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction • One-to-one Correspondence • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 247 How Many are Hiding?
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction • One-to-one Correspondence • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More • Unit 7, Pg. 247 How Many are Hiding?
ALGEBRA AND FUNCTIONS (CLASSIFICATION AND PATTERNING)		
1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.		
1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	<ul style="list-style-type: none"> • Song: All Sort of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 340 Sort It Out
2.0 Children expand their understanding of simple, repeating patterns.		
2.1 Recognize and duplicate simple repeating patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB, ABB, ABC • Logic Game 	<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
2.2 Begin to extend and create simple repeating patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB, ABB, ABC • Logic Game 	<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



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MEASUREMENT		
1.0 Children expand their understanding of comparing, ordering, and measuring objects.		
1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	<ul style="list-style-type: none"> • Length • Capacity • Weight • Heavy and Light • Big and Little • Tall and Short 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume
1.2 Order four or more objects by size.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Heavy and Light • Big and Little • Tall and Short 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 7, Pg. 147 Charting Weight
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length
GEOMETRY		
1.0 Children identify and use a variety of shapes in their everyday environment.		
1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles & Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 320 Circles • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 351 Making Shapes • Unit 3, Pg. 360 Fancy Shapes • Unit 3, Pg. 377 Shape Hunt
1.2 Combine different shapes to create a picture or design.	<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



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Children expand their understanding of positions in space.		
2.1 Identify positions of objects and people in space, including in / on/ under, up/down, inside/outside, beside/ between, and in front/behind.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Next, 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
MATHEMATICAL REASONING		
1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.		
1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	<ul style="list-style-type: none"> • Books: Milton’s Mittens; Half for You and Half for Me; Five Delicious Muffins; Imagination Shapes • Problem Solving Strategies 	<ul style="list-style-type: none"> • Unit 1, Pg. 78 Introduce and Count Number 2 • Unit 1, Pg. 80 Pairs • Unit 2, Pg. 161 Popcorn Number Match • Unit 3, Pg. 341 Sort It Out • Unit 4, Pg. 8 Flat or Solid? • Unit 6, Pg. 121 Problem Solving: Fair Division
VISUAL AND PERFORMING ARTS		
VISUAL ART		
1.0 Notice, Respond, and Engage		
1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	<ul style="list-style-type: none"> • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 2, Pg. 190 DP: Junkyard • Unit 3, Pg. 370 Shades of Paint
1.2 Begin to plan art and show increasing care and persistence in completing it.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 7, Pg. 146 Artist’s Statement
1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 7, Pg. 154 Gallery Talk • Unit 2, Pg. 247 Clay Portraits



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.0 Notice, Respond, and Engage <i>continued</i>		
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.		<ul style="list-style-type: none"> • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk • Unit 7, Pg. 225 Good Friends Activity: I Am Ready For Kindergarten
2.0 Develop Skills in Visual Art		
2.1 Draw single circle and add lines to create representations of people and things.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Journal Activities
2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	Many activities in Waterford offer children choices and encourage them to express their own ideas. For example, in “Color or Make a Scene,” students review letter names, shapes, and sounds, and in “Create Your Own Environment” students study environments.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 2, Pg. 247 Clay Portraits • Unit 5, Pg. 219 Spider Webs • Unit 3, Pg. 374 Seed Mosaics
2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 2, Pg. 247 Clay Portraits • Unit 1 & 3, Pg. 83 & 373 Play Dough Recipe • Unit 2, Pg. 247 Clay Portraits
2.4 Use paper and other materials to make two- and three-dimensional assembled works.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 2, Pg. 190 DP: Junkyard • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 374 Seed Mosaics • Unit 4, Pg. 121 Frog or Toad?
2.5 Recognize and name materials and tools used for visual arts.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Art Activities • Unit 1, Pg. 38 Eric Carle Paintings
2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Art Activities • Unit 1, Pg. 38 Eric Carle Paintings • Unit 7, Pg. 141 Tool Workshop



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3.0 Create, Invent, and Express Through Visual Art		
3.1 Intentionally create content in a work of art.	Many activities in Waterford offer children choices and encourage them to express their own ideas. For example, in “Color or Make a Scene,” students review letter names, shapes, and sounds, and in “Create Your Own Environment” students study environments.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities
3.2 Draw more detailed figures or objects with more control of line and shape.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 4, Pg. 23 Skeletal Portraits
3.3 Use intensity of marks and color more frequently to express a feeling or mood.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 7, Pg. 139 Painting My Feelings
MUSIC		
1.0 Notice, Respond, and Engage		
1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	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 • Unit 1, Pg. 98 DP: Music Shop
1.2 Demonstrate more complex repeating melody and rhythm patterns.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 DP: Music Shop • Unit 4, Pg. 27 Mammal Rhythm
1.3 Identify the sources of a wider variety of music and music-like sounds.	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 • Unit 1, Pg. 98 DP: Music Shop
1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 98 DP: Music Shop • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 3, Pg. 367 Animal Beat



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Develop Skills in Music		
2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	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"> • Sing a Rhyme Songs/Books • Sing Around the World Songs • ABC Songs • Sound Songs • Vowel Songs 	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 5, Pg. 140 Grumble, Talk, or Screech Game • Unit 5, Pg. 188 Insect Walking Sounds • Unit 6, Pg. 59 Rhythm Stick Sounds
2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 283 High and Low • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble
3.0 Create, Invent, and Express Through Music		
3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 DP: Music Shop • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble
3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 120 Listen to the Beat • Unit 6, Pg. 53 Floating Robots • Unit 3, Pg. 367 Animal Beat
3.3 Explore, improvise, and create brief melodies with voice or instrument.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 DP: Music Shop • Unit 4, Pg. 57 Self-Control Instruments
DRAMA		
1.0 Notice, Respond, and Engage		
1.1 Demonstrate a broader understanding of drama vocabulary.	<ul style="list-style-type: none"> • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
1.2 Explain preferences and interests related to participating in drama.		<ul style="list-style-type: none"> • Dramatic Play Activities
1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Develop Skills to Create, Invent, and Express Through Drama		
2.1 Demonstrate extended role-play skills with increased imagination and creativity.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
DANCE		
1.0 Notice, Respond, and Engage		
1.1 Further engage and participate in dance movements.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 2, Pg. 251 Body Moves • Unit 3, Pg. 367 Animal Beat
1.2 Connect dance terminology with demonstrated steps.		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 2, Pg. 233 Mambo Moves
1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.		<ul style="list-style-type: none"> • Unit 2, Pg. 251 Body Moves • Unit 4, Pg. 117 Giraffes Can Dance!
1.4 Use understanding of different steps and movements to create or form a dance.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves • Unit 4, Pg. 117 Giraffes Can Dance!
2.0 Develop Skills in Dance		
2.1 Continue to develop awareness of body in space.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities
2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 6, Pg. 53 Floating Robots
2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing With Props • Unit 3, Pg. 367 Animal Beat



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3.0 Create, Invent, and Express Through Dance		
3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities
3.2 Invent and recreate dance movements.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities
3.3 Improvise more complex dances that have a beginning, middle, and an end.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities
3.4 Communicate and express feelings intentionally through dance.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities
PHYSICAL DEVELOPMENT		
FUNDAMENTAL MOVEMENT SKILLS		
1.0 Balance		
1.1 Show increasing balance and control when holding still.		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 7, Pg. 238 Surfing the Waves
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.		<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 1, Pg. 130 We're Standing on One Foot!
2.0 Locomotor Skills		
2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).		<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 5, Pg. 246 Library Field Trip • Unit 6, Pg. 122 Obstacle Course
2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.		<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun
2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.		<ul style="list-style-type: none"> • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 4, Pg. 42 Birds on a Perch
2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.		<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 7, Pg. 203 Spring Gallop!



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3.0 Manipulative Skills		
<p>3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p>	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 6, Pg. 7 DP: Gym Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 122 Obstacle Course
<p>3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p>	<p>The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.</p>	<ul style="list-style-type: none"> Unit 1, Pg. 56 Writing Letter A Unit 1, Pg. 114 Snip, Snip, Cut Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 43 Capital Letter Scrapbook Unit 7, Pg. 141 Tool Workshop Introduction, Pg. 16 Sensory Table
PERCEPTUAL-MOTOR SKILLS AND MOVEMENT CONCEPTS		
1.0 Body Awareness		
<p>1.1 Demonstrate knowledge of an increasing number of body parts.</p>	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This Unit 2, Pg. 251 Body Moves Unit 4, Pg. 6 DP: Radiologist's Office Unit 6, Pg. 4 My Body Can Do Amazing Things Unit 6, Pg. 14 Picturing My Body
2.0 Spatial Awareness		
<p>2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.</p>	<ul style="list-style-type: none"> Songs: Get Over the Bugs; Positioning Book: Up in the Air Inside, Outside, Between Over, Under, and Through Over, Under, Above, Below Above, Below, Next to, On First, Next, Last First, Middle, Last 	<ul style="list-style-type: none"> Dance and Movement Activities Unit 2, Pg. 169 Personal Space Circle Unit 5, Pg. 233 Slide Like a Snail Unit 7, Pg. 187 Pathways in Space



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3.0 Directional Awareness		
3.1 Begin to understand and distinguish between the sides of the body.	<ul style="list-style-type: none"> • Right, Left 	<ul style="list-style-type: none"> • Dance and Movement Activities
3.2 Can change directions quickly and accurately.		<ul style="list-style-type: none"> • Dance and Movement Activities
3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	<ul style="list-style-type: none"> • Song: Positioning • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Dance and Movement Activities
3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	<ul style="list-style-type: none"> • The daily use of a touch pad or mouse develops eye-hand coordination. 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Sensory Table • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 7, Pg. 141 Tool Workshop
ACTIVE PHYSICAL PLAY		
1.0 Active Participation		
1.1 Initiate more complex physical activities for a sustained period of time.		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!
2.0 Cardiovascular Endurance		
2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 6, Pg. 122 Obstacle Course
3.0 Muscular Strength, Muscular Endurance, and Flexibility		
3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 7, Pg. 238 Surfing the Waves



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
HEALTH		
HEALTH HABITS		
1.0 Basic Hygiene		
1.1 Demonstrate knowledge of more steps in the handwashing routine.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 76 Germs Make People Sick
1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs Prevent Illness 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 82 Imagine a Germ
2.0 Oral Health		
2.1 Demonstrate knowledge of more steps of the routine for brushing and when tooth brushing should be done, with less adult supervision.	<ul style="list-style-type: none"> • Song: Health • 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!
3.0 Knowledge of Wellness		
3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.		<ul style="list-style-type: none"> • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 27 Digesting Food
3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.		<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 4, Pg. 6 DP: Radiologist's Office • Unit 7, Pg. 168 DP: Dentist's Office
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.		<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 4, Pg. 26 Journal Prompt: I feel...
4.0 Sun Safety		
4.1 Practice sun-safe actions with decreasing adult support and guidance.	<ul style="list-style-type: none"> • Song: Sun Blues • Sun 	<ul style="list-style-type: none"> • Unit 3, pg 276 Run, Run! Shade or Sun • Unit 3, Pg. 287 Sun Safe Song



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SAFETY		
1.0 Injury Prevention		
1.1 Follow safety rules more independently though may still need adult support and prompting.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 2, Pg. 165 Safe Smelling • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe • Unit 7, Pg. 231 Water Safety
1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.		<ul style="list-style-type: none"> • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 3, Pg. 375 Trusted Adults
1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.		<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 127 DP: Construction Site • Unit 5, Pg. 246 Library Field Trip
NUTRITION		
1.0 Nutrition Knowledge		
1.1 Identify a larger variety of foods and may know some of the related food groups.	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Parts Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 212 It's Different, But It's Good!
2.0 Nutrition Choices		
2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Parts Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 212 It's Different, But It's Good!
2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 1, Pg. 60 Snack • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 205 Healthy Eating
3.0 Self-Regulation of Eating		
3.1 Indicate greater awareness of own hunger and fullness.		<ul style="list-style-type: none"> • Unit 1, Pg. 60 Snack



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
HISTORY—SOCIAL SCIENCE		
SELF AND SOCIETY		
1.0 Culture and Diversity		
<p>1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p>	<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) • Books: Seeing Fingers; In the Rain; Fourteen Camel Caravan; Mine; Jose Three; Tortillas, Tortillas 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Introduction, Pg. 21 Supporting Dual Language Learners • Unit 2, Pg. 246 I Touch My Nose Like This • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 286 Grandmas: Same and Different
2.0 Relationships		
<p>2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p>	<ul style="list-style-type: none"> • Dinner Time • The Picnic • Party Time • Soup’s On! • Where’s Papa? • Clubhouse • It’s Not Fair! • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 2, Pg. 240 I’m Responsible • Unit 3, Pg. 268 We All Love Our Families • Unit 4, Pg. 66 Good Friends Activity: Two Friends



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3.0 Social Roles and Occupations		
3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	<ul style="list-style-type: none"> Books: Play Ball; Follow the Apples 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 1, Pg. 133 Farmer in the Dell: Work Mixup Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 328 We All Have Jobs
BECOMING A PRESCHOOL COMMUNITY MEMBER (CIVICS)		
1.0 Skills for Democratic Participation		
1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative to help develop skills needed to be responsible classroom citizens.	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 2, Pg. 158 This Belongs to a Friend Unit 2, Pg. 188 Full Buckets Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination Unit 2, Pg. 240 I'm Responsible Unit 6, pg. 48 Flag on the Moon
2.0 Responsible Conduct		
2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative to help develop skills of responsible group members. <ul style="list-style-type: none"> Baby's Berries 	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 2, Pg. 158 This Belongs to a Friend Unit 2, Pg. 240 I'm Responsible Unit 2, Pg. 188 Full Buckets Unit 4, Pg. 80 Waiting Game
3.0 Fairness and Respect for Other People		
3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem Marmot Basket Do I Have To? It's Not Fair! Baby's Berries 	<ul style="list-style-type: none"> Unit 1, Pg. 76 Taking Turns Game Unit 2, Pg. 188 Full Buckets Unit 2, Pg. 206 Good Friends, Good Listeners Unit 4, Pg. 13 We're All Happy Unit 4, Pg. 66 Good Friends Activity: Two Friends



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4.0 Conflict Resolution		
<p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 2, Pg. 216 DP: Laundromat • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 80 Waiting Game
SENSE OF TIME (HISTORY)		
1.0 Understanding Past Events		
<p>1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</p>	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 51 Fancy Rhyming • Unit 3, Pg. 331 Thank-you Notes • Unit 6, Pg. 48 Flag on the Moon
2.0 Anticipating and Planning Future Events		
<p>2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.</p>	<ul style="list-style-type: none"> • Perfect Present • Do I Have To? • Party Time! 	<ul style="list-style-type: none"> • Introduction, Pg. 24 Daily Routines (Calendar) • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 55 Calendar: Tomorrow
3.0 Personal History		
<p>3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.</p>		<ul style="list-style-type: none"> • Unit 3, Pg. 270 Grandma's House • Unit 3, Pg. 318 Journal Activity: I'm Growing Up! • Unit 4, Pg. 112 I Can Book • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 225 Good Friends Activity: I Am Ready For Kindergarten
4.0 Historical Changes in People and the World		
<p>4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journal Activity: My Family, part 1 • Unit 3, Pg. 374 Journal Activity: My Family, part 2



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SENSE OF PLACE (GEOGRAPHY AND ECOLOGY)		
1.0 Navigating Familiar Locations		
<p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p>	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
2.0 Caring for the Natural World		
<p>2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>	<ul style="list-style-type: none"> • Songs: Seasons; Pollution Rap; I Am Part of All I See; Conservation • Book: That's What I Like, a Book About Seasons • Care of Earth • Spring • Summer • Fall • Winter • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 373 Farm to Table
3.0 Understanding the Physical World Through Drawings and Maps		
<p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
MARKETPLACE (ECONOMICS)		
1.0 Exchange		
<p>1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p>		<ul style="list-style-type: none"> • Unit 2, Pg. 160 DP: Restaurant • Unit 2, Pg. 242 DP: Pet Store • Unit 3, Pg. 298 DP: Farm • Unit 3, Pg. 328 We All Have Jobs



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENCE		
SCIENTIFIC INQUIRY		
1.0 Observation and Investigation		
1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors
1.2 Observe objects and events in the environment and describe them in greater detail.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System • Spring • Summer • Fall • Winter 	<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. 134 Texture Sort
1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	<ul style="list-style-type: none"> • Science Investigation • Length • Weight • Capacity 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 4, Pg. 18 Bone Exploration • Unit 6, Pg. 18 Listening to My Body
1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	<ul style="list-style-type: none"> • Song: Same and Different • Look at Details • Similar Figures 	<ul style="list-style-type: none"> • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 296 We Are All Growing
1.5 Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	<ul style="list-style-type: none"> • Book: Milton's Mittens • Observe a Simple System • Science Investigation • Peek at the Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 342 & 346. The Water Cycle: Part 1 & 2 • Unit 3, Pg. 365 Seed Investigation
1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	<ul style="list-style-type: none"> • Book: Milton's Mittens • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Documentation and Communication		
<p>2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p>	<ul style="list-style-type: none"> • Song: Graphing; Tallying • Book: One More Cat; Milton’s Mittens • Graphs • Tally Marks • Calendar/Graph Weather 	<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 • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 86 Fish Investigation
<p>2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Observe a Simple System • Science Investigation 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like?
PHYSICAL SCIENCES		
1.0 Properties and Characteristics of Nonliving Objects and Materials		
<p>1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See; Shapes, Shapes, Shapes • Book: The Shape of Things • Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little • Simple Shapes • Solid Shapes • Space Shapes • Solid and Liquid • Sight • Touch • Hearing • Smell • Taste 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342 & 346 The Water Cycle: Part 1 & 2 • Unit 4, Pg. 19 Stack, Slide, Roll



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.0 Changes in Nonliving Objects and Materials		
<p>2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).</p>	<ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid • Tangrams 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 1, Pg. 138 Crunchy and Soggy Snack • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342 & 346 The Water Cycle: Part 1 & 2
<p>2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.</p>	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 7, Pg. 141 Tool Workshop
LIFE SCIENCES		
1.0 Properties and Characteristics of Living Things		
<p>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p>	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 316 Plant Parts • Unit 4, Pg. 14 Vertebrates Have Bones • 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?



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.0 Properties and Characteristics of Living Things <i>continued</i>		
1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest • Healthy Food • Food From Plants 	<ul style="list-style-type: none"> • Unit 6, Pg. 4 My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 27 Digesting Food • Unit 6, Pg. 36 My Brain Has Lots of Ideas • Unit 6, Pg. 108 Exercise Makes Me Better
1.3 Recognize that living things have habitats in different environments suited to their unique needs.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Where in the World Would You Go Today? • Rainforests • Mountains • Oceans • Desert • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 4, Pg. 37 DP: Bird Nest • Unit 4, Pg. 100 DP: Pond
1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles
2.0 Changes in Living Things		
2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	<ul style="list-style-type: none"> • Song: Plants are Growing • Plants • Amphibians 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles
2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	<ul style="list-style-type: none"> • Song: Food From Plants • Sun • Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 349 Where Does Our Water Come From?



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
EARTH SCIENCES		
1.0 Properties and Characteristics of Earth Materials and Objects		
1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	<ul style="list-style-type: none"> • Songs: Rocks; Air • Rocks • Sorting Rocks • Air 	<ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342 & 346 The Water Cycle: Part 1 & 2 • Unit 3, Pg. 349 Where Does Our Water Come From?
2.0 Changes in the Earth		
2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Clouds • Constellations 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation
2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	<ul style="list-style-type: none"> • Song: Precipitation • Weather • Calendar/Graph Weather • Clouds 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 244 Weather Report
2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	<ul style="list-style-type: none"> • Song: Precipitation; Seasons • 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. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 3, Pg. 373 Farm to Table



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?



ALBUMS

Beginning Math Songs: Volume 1

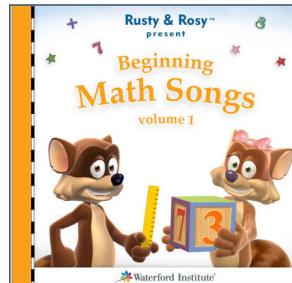
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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



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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





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