

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

99.5%

*Louisiana Early
Learning and
Development
Standards (ELDS)
Four-Year-Olds
(48-60 months)
2013*

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OVERVIEW



This document provides a detailed correlation of WATERFORD EARLY LEARNING *to* LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013.

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.](#)

LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013



LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
APPROACHES TO LEARNING (AL)		
SUBDOMAIN: INITIATIVE AND CURIOSITY		
Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.		
Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)	<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. 6 Learning Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 212 It's Different, But It's Good!
Choose a multi-step task and complete it on their own. (4.2)	While interacting with Waterford Early Learning, children listen to and follow multi-step directions. Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 28 SmartStart Orientation Unit 2, Pg. 232 Wash the Tables!
SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE		
Standard AL 2: Demonstrate attention, engagement, and persistence in learning.		
Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)	Waterford Early Learning provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to a step-by-step, follow-me directions.	<ul style="list-style-type: none"> Unit 1, Pg. 16 Story Time Activity Story Time Activities
Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2)	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> Center Activities Unit 7, Pg. 134 Dramatic Play: Architect's Office
Plan and complete tasks and activities. (4.3)	Waterford Early Learning helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 110 Plan, Do, Review Unit 2, Pg. 232 Wash the Tables! Unit 5, pg. 134 Dramatic Play: Dinosaur Dig
SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING		
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.		
Identify and understand cause and effect relationships. (4.1)	<ul style="list-style-type: none"> Marmot Basket Musical Mayhem Boo Hoo Baby Baby's Blocks 	<ul style="list-style-type: none"> Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)

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

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions <i>continued</i>.		
Apply prior knowledge and experiences to learn new skills during play. (4.2)	<ul style="list-style-type: none"> • Pretend Play • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 5, Pg. 219 Spider Webs
Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)	<ul style="list-style-type: none"> • Marmot Basket • Clubhouse • Boo Hoo Baby • Musical Mayhem • Perfect Present • Baby's Blocks 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Make specific request for help from both peers and adults as needed. (4.4)	<ul style="list-style-type: none"> • Find Me! • Clubhouse • Marmot Basket • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.		
Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)	<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 • Perfect Present • Squirrel's Sketches • Soup's On! • Where's Papa? • Find Me! 	<ul style="list-style-type: none"> • Center Activities • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 7, Pg. 134 Dramatic Play: Architect's Office • Unit 7, Pg. 141 Tool Workshop
Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 6, Pg. 20 May I Help Game

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CC)		
SUBDOMAIN: CREATIVE THINKING AND EXPRESSION		
Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.		
Express thoughts and feelings through movement and musical activities. (4.1)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Music Activities
Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)	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. 4 The Name Song • Unit 1, Pg. 17 Listening Song • Unit 1, Pg. 26 Singing the Alphabet
Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)	<ul style="list-style-type: none"> • Mama's Melody 	<ul style="list-style-type: none"> • Unit 4, Pg. 27 Mammal Rhythm • Unit 6, Pg. 59 Rhythm Stick Sounds
Describe changes in tone, melody, rhythm, and tempo. (4.4)		<ul style="list-style-type: none"> • Unit 2 Pg. 175 Dancing with Props • Unit 5, Pg. 183 Flight of the Bumblebee • Unit 6, Pg. 22 Find the Beat
Use instruments, props, and body creatively to express self through music and movement. (4.5)	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Music Activities
Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.		
Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)	<ul style="list-style-type: none"> • Mama's Melody • Squirrel's Sketches • Baby's Ballet 	<ul style="list-style-type: none"> • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)	<ul style="list-style-type: none"> • Song: Colors, Colors • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 3, Pg. 309 Leaf Rubbings • Unit 7, Pg. 139 Painting My Feelings
Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)	<ul style="list-style-type: none"> • Mama's Melody • Baby's Ballet • Squirrel's Sketches 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CC 3: Explore roles and experiences through dramatic art and play.		
Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)	<ul style="list-style-type: none"> • Papa's Play • Baby's Ballet 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Role play or use puppets to act out stories or play a character. (4.2)	<ul style="list-style-type: none"> • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal
Represent fantasy and real-life experiences through pretend play. (4.3)	<ul style="list-style-type: none"> • Pretend Play • Real and Make-believe 	<ul style="list-style-type: none"> • Dramatic Play Activities
Use objects to represent other objects. (4.4)	<ul style="list-style-type: none"> • Pretend Play • Soup's On! 	<ul style="list-style-type: none"> • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 198 Program Decorations
SUBDOMAIN: MATHEMATICS (CM)		
Standard CM 1: Understand numbers, ways of representing numbers, and relationships between numbers and quantities.		
Verbally count by ones to 20. (4.1)	<ul style="list-style-type: none"> • Number Songs • Counting Songs (See titles at end of document.) • Number Instruction 	<ul style="list-style-type: none"> • Unit 4, Pg. 102 Read and Write 6 • Unit 5, Pg. 248 Read and Write 9
Count forward from a given number between 1 and 10, and count backward from 5. (4.2)	<ul style="list-style-type: none"> • Song: Counting Backward • Count On • Count Down 	<ul style="list-style-type: none"> • Unit 3, Pg. 280 Counting Backwards • Unit 5, Pg. 160 Counting On
Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)	<ul style="list-style-type: none"> • Make and Count Groups • Number Instruction • Match Numbers 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Counting and Attendance
Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Number Instruction • Match Numbers 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 261 Make One More
Identify written numerals 0-10 in the everyday environment. (4.5)	<ul style="list-style-type: none"> • Numbers • Number Recognition and Sense • Explain Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CM 1: Understand numbers, ways of representing numbers, and relationships between numbers and quantities <i>continued</i>.		
With prompting and support, match a number of objects with the correct written numeral from 0-10. (4.6)	<ul style="list-style-type: none"> • Numbers • One-to-one Correspondence • Number Recognition and Sense • Match Numbers • Number Instruction 	<ul style="list-style-type: none"> • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 226 Five Frame Match
Compare sets of objects using same/different and more/less/fewer. (4.7)	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 107 Sound Box Match Up • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than
Identify an object's or person's position as first or last. (4.8)	<ul style="list-style-type: none"> • Song: Monster Trucks • First, Middle, Last • First, Next, Last 	<ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, Last
Standard CM 2: Understand basic patterns, concepts, and operations.		
Recognize, copy, and extend patterns. (4.1)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)	<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 3, Pg. 340 Sort It Out
Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 247 How Many Are Hiding?
Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Act Out Addition • Act Out Subtraction • Story Problem Strategies 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 200 Read, Write, and Exercise 5 • Unit 4, Pg. 114 How Does Your Garden Grow?: Decompose 6

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.		
Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)	<ul style="list-style-type: none"> Songs: Measuring Plants; Savanna Size Length Heavy and Light Tall and Short 	<ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 147 Charting Weight
Put up to six objects in order by length (seriate). (4.2)	<ul style="list-style-type: none"> Order Size Length 	<ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 6, Pg. 114 Length
Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)	<ul style="list-style-type: none"> Song: Measuring Plants Length Capacity 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 170 Exploring Weight
Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)	<ul style="list-style-type: none"> Song: Measuring Plants Length Capacity 	<ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 170 Exploring Weight Unit 7, Pg. 209 Exploring Volume
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.		
Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites Books: The Shape of Things; Imagination Shapes Simple Shapes World Shapes Circle, Square, Triangle, Rectangle Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 320 Circles Unit 3, Pg. 337 Shape Hunt Unit 3, pg. 368 Shapes Mural
Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)	<ul style="list-style-type: none"> Song: Shapes, Shapes, Shapes Book: The Shape of Things Simple Shapes Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles Unit 3, Pg. 360 Fancy Shapes Unit 3, Pg. 337 Shape Hunt
Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)	<ul style="list-style-type: none"> Geoboard Tangrams 	<ul style="list-style-type: none"> Unit 3, Pg. 310 Make a Triangle Unit 3, Pg. 332 Circle Party Unit 3, Pg. 351 Making Shapes

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space <i>continued</i>.		
Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 3, Pg. 368 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
Use and understand positions of objects, self, and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)	<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 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 2, Pg. 260 Bears Above, Below, Next To, On
SUBDOMAIN: SCIENCE (CS)		
Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).		
Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Taste • Smell • Touch • Hearing 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 1, Pg. 184 Texture Sort • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 5, Pg. 175 Ant Farm Extension
Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slipper, and Smooth • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different?
Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull • Magnets 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 & 346 The Water Cycle: Part 1 & 2 • Unit 3, Pg. 365 Seed Investigation • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)

LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013



LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions) <i>continued</i>.		
Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)	<ul style="list-style-type: none"> • Songs: The Scientific Method; Pollution Rap; Seasons • Book: That's What I Like, A Book About Seasons • Summer • Winter • Spring • Fall • Pollution and Recycling • Rainforests • Oceans • Mountains • Desert 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 342 & 346 The Water Cycle: Part 1 & Part 2 • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 86 Fish Investigation
Conduct simple scientific experiments. (4.5)	<ul style="list-style-type: none"> • Song: The Scientific Method 	<ul style="list-style-type: none"> • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can a Earthworm Tell if it's Hot or Cold?
Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)	<ul style="list-style-type: none"> • Song: The Scientific Method • Calendar/Graph Weather • Observe A Simple System 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7)	<ul style="list-style-type: none"> • Song: The Scientific Method 	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 24 What Do Scientists Do?
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).		
With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)	<ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid 	<ul style="list-style-type: none"> • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 337 Exploring Water • Unit 7, Pg. 233 Precipitation
Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull • Magnets 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 7, Pg. 141 Tool Workshop

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials) <i>continued</i>.		
Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)	<ul style="list-style-type: none"> • Common Sounds 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 279 Shadow Theater
Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)		<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).		
Explore, observe, and describe a variety of living creatures and plants. (4.1)	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish • Books: Guess What I Am; Creepy Crawlers • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plants • Plant or Animal 	<ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
Classify living creatures and plants into categories according to at least one characteristic. (4.2)	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish • Books: Guess What I Am; Creepy Crawlers • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plants • Plant or Animal 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 248 Plant or Animal • 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?

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things) <i>continued</i> .		
Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)		<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?
Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)	<ul style="list-style-type: none"> • Book: My Reptile Hospital 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?
Describe plants' and living creatures' life cycles. (4.5)	<ul style="list-style-type: none"> • Song: Plants Are Growing • Plants • Amphibians • Birds 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles
Use basic vocabulary to name and describe plants and living creatures. (4.6)	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish • Books: Guess What I Am; Creepy Crawlers • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plants • Plant or Animal 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • 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?
Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish • Books: Guess What I Am; Creepy Crawlers • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plants • Plant or Animal 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).		
Compare, and contrast seasonal changes where they live. (4.1)	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Summer • Spring • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 244 Weather Report
Describe the types of clothing needed for different seasons. (4.2)	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Summer • Spring • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear?
Describe the current weather and how weather conditions can change from day to day. (4.3)	<ul style="list-style-type: none"> • 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
Describe major features of the earth and sky, and how they change from night to day. (4.4)	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Precipitation • 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. 284 Sunlight and Temperature Investigation • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites
SUBDOMAIN: SOCIAL STUDIES (CSS)		
Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.		
Describe events, activities, and people from the past using appropriate vocabulary. (4.1)	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 6, Pg. 48 Flag On The Moon
Initiate conversations about familiar places, people, and/ or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)		<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 374 Journal Prompt: My Family • Unit 6, Pg. 90 Thank You Notes for the Storytellers

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CSS 2: Describe people, events, and symbols of the past and present.		
Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)		<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 374 Journal Prompt: My Family
Identify and name some local, state, and national symbols. (4.2)	Sing Around the World songs begin by stating the name of the country represented and displaying a map showing its location and its flag.	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 6, Pg. 48 Flag on the Moon
Describe familiar elements of the local community and culture. (4.3)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> Unit 2, Pg. 216 Dramatic Play: Laundromat Unit 3, Pg. 270 Dramatic Play: Grandma's House Unit 3, Pg. 288 Journals: My Family Unit 4, Pg. 6 Dramatic Play: Radiologist's Office Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom
Describe local, state, and national cultural events, celebrations, and holidays. (4.4)		
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.		
Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)	<ul style="list-style-type: none"> Book: Where In the World Would You Go Today? 	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> Introduction, Pg. 9 Block Center Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
Recognize a globe/map as a representation of the earth. (4.3)	Each Sing Around the World song begins with a world map indicating where the country is located.	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are
Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)		<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are
With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms <i>continued</i>.		
Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 4, Pg. 54 Help the Birds
Participate in daily clean-up activities. (4.7)	<ul style="list-style-type: none"> • The Picnic • Dinner Time • Do I Have To? 	
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.		
Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)	<ul style="list-style-type: none"> • Song: Tortillas, Tortillas • Book: Tortillas, Tortillas • My Family • Soup's On! • Baby's Birthday • Party Time • Tortillas, Tortillas 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival
Discuss shelters/homes in various geographic regions. (4.2)	<ul style="list-style-type: none"> • Build Your Own Environment 	
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.		
Recognize their responsibility as a member of a family and classroom. (4.1)	<ul style="list-style-type: none"> • My Family • Soup's On! • Clubhouse • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I'm Responsible • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)		<ul style="list-style-type: none"> • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I'm Responsible
Follow rules that have been established. (4.3)		<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 7, Pg. 178 Fox In a Box

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship <i>continued</i>.		
Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip
Identify workers and their roles as citizens within the community. (4.5)	<ul style="list-style-type: none"> Books: Play Ball; Follow the Apples 	<ul style="list-style-type: none"> Unit 1, Pg. 133 Farmer in the Dell: Word Mixup Unit 3, Pg. 328 We All Have Jobs Unit 5, Pg. 246 Good Friends Activity: Library Field Trip Unit 7, Pg. 168 Dramatic Play: Dentist's Office
Standard CSS 6: Demonstrate an awareness of basic economic concepts.		
Demonstrate awareness of the purpose of money through play activities. (4.1)	<ul style="list-style-type: none"> Song: Save Your Pennies Pretend Play 	<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Demonstrate the role of buyers and sellers in play activities. (4.2)	<ul style="list-style-type: none"> Book: Follow the Apples 	<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 3, Pg. 298 Dramatic Play: Farm
Participate in conversations about wants and needs. (4.3)		<ul style="list-style-type: none"> Unit 2, Pg. 258 Taking Care of Living Things Unit 3, Pg. 373 Farm to Table Unit 6, Pg. 118 Come Rest Awhile
LANGUAGE AND LITERACY DEVELOPMENT (LL)		
SUBDOMAIN: SPEAKING AND LISTENING		
Standard LL 1: comprehend or understand and use language.		
Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Sum Up, Five Ws Describe Characters Find an Answer Look at Details 	<ul style="list-style-type: none"> Introduction, Pg. 6 The Listening Rug Listening Activities
Listen and respond attentively to conversations. (4.2)	Social Emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 3, Pg. 318 Growing Into A Good Audience Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard LL 1: comprehend or understand and use language <i>continued</i>.		
With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen and take turns.	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 22 The Name Song • Unit 1, Pg. 76 Taking Turns Game
Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Papa’s Play • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble
Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)	Waterford Early Learning introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly. Social Emotional videos model conversations between various characters as they develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Ask questions about a specific topic, activity, and/or text read aloud. (4.6)	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 5, Pg. 130 Everybody Needs Help Sometimes • Unit 5, Pg. 173 Asking for Help
SUBDOMAIN: LANGUAGE		
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.		
Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs • Books: Opposites; Up in the Air; For the Birds • Opposites • Inside, Outside, Between • First, Middle, Last • Over, Under, Above, Below • Above, Below, Next to, On 	<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 • Unit 6, Pg. 42 Opposites and Letter Sound /o/ • Unit 6, Pg. 46 Listening Activity: Opposites Onset-Rime
Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)	Waterford Reading 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. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 4, Pg. 122 Journal Prompt: My Adventure • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 156 Journal Prompt: My Favorite Living Reptile

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: READING—LITERATURE AND INFORMATION IN PRINT		
Standard LL 3: Develop an interest in books and their characteristics.		
Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)	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 Directionality Introduction 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 23 Morning Message
With prompting and support, describe the role of the author and illustrator of a text. (4.2)	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books
Standard LL 4: Comprehend stories and information from books and other print materials.		
With prompting and support, ask and answer questions about print that is read aloud. (4.1)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up, Five Ws • Describe Characters • Find an Answer • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up, Remember Order • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up, Remember Order • Sum Up, Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Story Time Activities

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard LL 4: Comprehend stories and information from books and other print materials <i>continued.</i>		
With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)	Waterford's 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 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)	Waterford Reading provides many activities related to vocabulary acquisition and use. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 221 Over, Under, Through • Unit 6, Pg. 38 Dramatic Play: To the Moon!
Recognize that texts can be stories (make-believe) or real (give information). (4.6)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) <ul style="list-style-type: none"> • Real and Make-believe 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) <ul style="list-style-type: none"> • Describe Characters • Compare Characters • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities
Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 148 Ten Little Goldfish • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: READING—FOUNDATIONAL SKILLS		
Standard LL 5: Demonstrate understanding of the organization and basic features of print.		
With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)	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"> Unit 1, Pg. 23 Morning Message Unit 1, Pg. 46 The Apple Tree: Discuss the Story
With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)	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 	<ul style="list-style-type: none"> 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 Unit 1, Pg. 55 Morning Message
With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)	<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 Unit 1, Pg. 74 Name Magnets
With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	<ul style="list-style-type: none"> Song: What Is a Sentence? Print Concepts Letters Make Words Look, Listen, and Match Sentences ABC Songs Alphabet Review Name That Letter 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 1, Pg. 23 Morning Message Unit 1, Pg. 82 Letters Make Words Unit 5, Pg. 141 Language: Sentence Board Game
Name at least 26 of the 52 upper-and/ or lower-case letters of the alphabet. (4.5)	<ul style="list-style-type: none"> ABC Songs Alphabet Review Letter Checker Fast Letter Fun Catch a Letter Letter Pictures Hidden Letters Hidden Pictures Find the Letter Name That Letter Distinguish Letters Similarities and Differences in Letters 	<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 Unit 4, Pg. 43 Capital Letter Scrapbook

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LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).		
With prompting and support, recognize and produce rhyming words. (4.1)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words Song 	<ul style="list-style-type: none"> • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 50 Vertebrate Compound Words
With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Blend Every Sound • Blending Dragon • Blending Riddles 	<ul style="list-style-type: none"> • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 5, Pg. 166 Listening Activity: Fast Syllables • Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables •
With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)	<ul style="list-style-type: none"> • Blend Onset/Rime • Blend Every Sound • Blending Dragon • Blending Riddles 	<ul style="list-style-type: none"> • Unit 6, Pg. 4 Listening Activity: Action Words Onset-Rime • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ • Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/
Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound: Andy's Adventure; Baby's Birthday; At Camp; Ed the Elephant; Four Fish; Hair; Jumbled; Magnifying Glass 	<ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/

LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013



LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: WRITING		
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.		
Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)	Waterford encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching
Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)	Waterford Reading encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)	Children select the Waterford icon to begin their session. While interacting with Waterford Early Learning courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 4, Pg. 54 Help the Birds • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 216 Digital Program • Unit 7, Pg. 244 Weather Report
PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (PM)		
SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS		
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.		
Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)		<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course
Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)		<ul style="list-style-type: none"> • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course

LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013



LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard PM 2: Develop small muscle control and coordination.		
Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)	The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • 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
Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)	The daily use of a touch pad or mouse develops eye-hand coordination skills.	<ul style="list-style-type: none"> • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 4, Pg. 18 Skeleton Hands • Unit 5, Pg. 219 Spider Webs • Unit 6, Pg. 79 Bath Time
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.		
Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym
Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 199 Dramatic Play: Circus School
SUBDOMAIN: HEALTH AND HYGIENE		
Standard PM 4: Develop appropriate health and hygiene skills.		
Identify different foods and the corresponding food group according to “My Plate”. (4.1)	<ul style="list-style-type: none"> • Healthy Food • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	
Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Introduction, Pg. 27 Toileting • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 1, Pg. 16 Snack • Unit 6, Pg. 76. Germs Make People Sick • Unit 6, Pg. 79 Bath Time
Get sufficient sleep and rest to support healthy development of their body. (4.4)	<ul style="list-style-type: none"> • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile

LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013



LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: SAFETY		
Standard PM 5: Demonstrate safe behaviors.		
Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1)	<ul style="list-style-type: none"> Song: Storms Book: The Germs Lightning Safety 	<ul style="list-style-type: none"> Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency! Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)	<ul style="list-style-type: none"> Song: Storms Book: The Germs Lightning Safety 	<ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing Unit 1, Pg. 14 School Field Trip Unit 3, Pg. 287 Sun Safe Song Unit 3, Pg. 375 Trusted Adults Unit 6, Pg. 117 Digital Safety Unit 7, Pg. 231 Water Safety
SOCIAL-EMOTIONAL DEVELOPMENT (SE)		
SUBDOMAIN: SOCIAL RELATIONSHIPS		
Standard SE 1: Develop healthy relationships and interactions with peers and adults.		
Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.</p> <ul style="list-style-type: none"> Do I Have To? It's Not Fair! Musical Mayhem Boo Hoo Baby 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Introduction to Centers Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy Unit 6, Pg. 10 Please and Thank You
Express empathy and sympathy for others. (4.2)	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem 	<ul style="list-style-type: none"> Unit 2, Pg. 202 Kind Kids Unit 5, Pg. 197 Good Friends Activity: I'm a Helper Unit 5, Pg. 218 Journal Prompt: I Helped When...
Demonstrate understanding of how one's words and actions affect others. (4.3)	<ul style="list-style-type: none"> Musical Mayhem Do I Have To? 	<ul style="list-style-type: none"> Unit 2, Pg. 214 Garbage Elves Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully Unit 7, Pg. 184 Consequence Game

LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013



LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard SE 1: Develop healthy relationships and interactions with peers and adults <i>continued</i>.		
Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)	<ul style="list-style-type: none"> • Books: Seeing Fingers; In the Rain; Moving Day; Tortillas, Tortillas • Step into the Story: Seeing Fingers; In the Rain 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 14 Picturing My Body
Play cooperatively with small group of peers for a sustained time. (4.5)		<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 7, Pg. 178 Fox in a Box
Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 80 Waiting Game • Unit 4, Pg. 84 Working Together
Resolve conflict with peers on their own sometimes. (4.7)	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 4, pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 107 How To Solve a Problem
Seek help from adults when in conflict with peer, if needed. (4.8)	<ul style="list-style-type: none"> • It's Not Fair! • Find Me! 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem- solving. (4.9)	<ul style="list-style-type: none"> • It's Not Fair! • Find Me! • Where's Papa? • Lost and Found 	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body
Develop and maintain positive relationships with peers. (4.10)	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship

LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013



LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY		
Standard SE 2: Develop positive self-identify and sense of belonging.		
Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)	<ul style="list-style-type: none"> • My Family • Come Inside • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 348 Journal Prompt: My Job
Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.		
Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Musical Mayhem • Squirrel's Sketches • Perfect Present 	<ul style="list-style-type: none"> • Unit 4, Pg. 112 I Can Book • Unit 7, Pg. 246 I Know
Attempt new experiences with confidence. (4.2)		<ul style="list-style-type: none"> • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 4, Pg. 106 How to Meet New People • Unit 7, Pg. 212 It's Different, But It's Good!
Make choices or decisions from a range of options. (4.3)	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Perfect Present • Party Time • Soup's On! • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 4, Pg. 74 It's Okay to Say No • Unit 6, Pg. 58 Journal Prompt: My Great Idea
SUBDOMAIN: SELF-REGULATION		
Standard SE 4: Regulate own emotions and behavior.		
Recognize and accurately label the feelings of self. (4.1)	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 26 Journal Prompt: I feel...
Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, pg. 26 Journal Prompt: I feel... • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It

LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013



LOUISIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard SE 5: Regulate attention, impulses, and behavior.		
Follow rules and routines and adapt to changes in rules and routines. (4.1)		<ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Unit 1, Pg. 59 Story Time Activity • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)		<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 80 Waiting Game • Unit 6, Pg. 75 Grown-up Manners



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

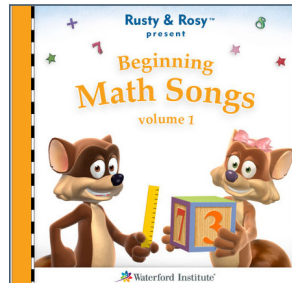
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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



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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

Naming parts of the body
First, Next, Last
One-to-One correspondence
Opposites
Look at Details (identify same and different)

Phonological Awareness Letters

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

MY BACKPACK APP

Mental Math
Read-Alongs
Traditional Tales
Sing-Along Songs
Nursery Rhymes





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