

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

100%

*Mississippi
Early Learning
Standards for
Classrooms
Serving Four-
Year-Old
Children 2018*

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OVERVIEW



This document provides a detailed correlation of WATERFORD EARLY LEARNING *to* MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018

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.](#)



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
ENGLISH LANGUAGE ARTS (FOUR-YEAR-OLD CHILDREN)		
READING STANDARDS FOR LITERATURE		
Key Ideas and Details		
<p>1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Read with Me Books • Sing-a-Rhyme Songs/Books (See titles at end of document.) • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
<p>2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).</p>	<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 	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 1, Pg. 83 Pat-a-cake: Dough Time
<p>3. With prompting and support, identify some characters, settings and/or major events in a story.</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing-a-Rhyme Songs/Books (See titles at end of document.) • Sum Up, Five W’s • Describe Characters • Compare Characters • Sum Up, Remember Order 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
Craft and Structure		
<p>4. Exhibit curiosity and interest in learning words in print.</p> <p>a. Develop new vocabulary from stories.</p>	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing-a-Rhyme Songs/Books (See titles at end of document.) • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 8 Morning Message • Unit 5, Pg. 141 Language: Sentence Board Game

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

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	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. 7 Schedule • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 82 Letters Make Words
5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).	<ul style="list-style-type: none"> • Read with Me Books • Sing-a-Rhyme Songs/Books • Informational Books (See titles at end of document.) • Power Words 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
a. Identify the front cover, back cover and title page of a book.	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing-a-Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books
6. With prompting and support, identify the role of the “author” and “illustrator”.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.	<ul style="list-style-type: none"> • Unit 1, Pg. 37 Print Knowledge: Books
<i>Integration of Knowledge and Ideas</i>		
7. With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).	<ul style="list-style-type: none"> • Connect to Me: Fawn Eyes; Moon Song; Legs; Ooey, Goey Mud • Picture Clues 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time
8. No developmentally appropriate standard.		
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	<ul style="list-style-type: none"> • Compare Characters • Read with Me Books • Sing-a-Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	<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"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 2, Pg. 233 Mambo Moves • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 216 Digital Program
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Look at Details 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow?
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Look at Details 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	<ul style="list-style-type: none"> • Connect to Me: Fawn Eyes; Moon Song; Legs; Ooey, Goey Mud 	<ul style="list-style-type: none"> • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 216 Digital Program
Craft and Structure		
4. Exhibit curiosity and interest about words in a variety of informational texts.	Online Informational 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"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 6, Pg. 4 My Body Can Do Amazing Things

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
5. With prompting and support, identify the front cover, back cover, and title page of a book.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.	<ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books
6. With prompting and support, identify the role of the author and illustrator in informational text.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.	<ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books
<i>Integration of Knowledge and Ideas</i>		
7. With prompting and support, make connections between self and text and/or information and text.	<ul style="list-style-type: none"> Connect to Me: Fawn Eyes; Moon Song; Legs; Ooey, Goey Mud 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 83 Pat-a-cake: Dough Time Story Time Activities
8. With prompting and support, explore the purpose of the informational text as it relates to self.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty Unit 6, Pg. 4 My Body Can Do Amazing Things
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	<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
<i>Range of Reading and Level of Text Complexity</i>		
10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	Waterford Early Learning provides many opportunities for children to engage in shared reading. <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"> Introduction, Pg. 13 Reading Center Story Time Activities



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
1. With prompting and support, demonstrate understanding of conventions of print.	Waterford Early Learning provides a multitude of activities related to understanding organization and basic features of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words
a. Understand that print moves from left to right, top to bottom and page by page.	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"> • Letters Make Words • Picture Story • Look, Listen, and Match 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 45 The Apple Tree: Discuss the Story
b. Recognize an association between spoken and written words.	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"> • Letters Make Words • Picture Story • Look, Listen, and Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words • Letter Sound Activities
c. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 23 Morning Message

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Print Concepts continued</i>		
<p>d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p>	<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 • What's Your Name? • Distinguish Letters • Similarities and Differences in Letters 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names
<p>e. Recognize words as a unit of print and understand that letters are grouped to form words.</p>	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 82 Letters Make Words
<p>f. Differentiate letters from numbers.</p>	<ul style="list-style-type: none"> • Distinguish Letters • Explain Numbers 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
<p>g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<ul style="list-style-type: none"> • 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
<i>Phonological Awareness</i>		
<p>2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.</p>	<p>Waterford Early Learning provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.</p>	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 202 Circus Syllables

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness continued</i>		
<p>a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p>	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words Song • 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. 26 Singing the Alphabet • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 6, Pg. 59 Rhythm Stick Sounds
<p>b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p>	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words Song • Sing-a-Rhyme Songs/Books (See titles at end of document.) 	<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. 199 Rhyme Race • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble
<p>c. Demonstrate awareness of the relationship between sounds and letters.</p>	<ul style="list-style-type: none"> • Name That Letter Sound • Sound Songs • Get Started With Sounds • Letter Sound • Sound Sense • Sound Room 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
<p>d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.</p>	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 5, Pg. 206 Listening Activity: Circus Syllables
<p>e. With prompting and support, isolate and pronounce the initial sounds in words.</p>	<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. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds
<p>f. Demonstrate an awareness of ending sounds in words.</p>	<ul style="list-style-type: none"> • Final Sound • Right Final Sound 	<ul style="list-style-type: none"> • Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/ • Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/ • Unit 7, Pg. 130 Listening Activity: Final Sounds Salute

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness <i>continued</i>		
<p>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</p>	<ul style="list-style-type: none"> • Name That Letter Sound • Sound Songs • Get Started With Sounds • Letter Sound • Sound Sense • Sound Room • Where Is the Sound? • Barnyard Bash • Circus Clown Climbers • Change One Sound • Blend Onset/Rime • Blending Riddles • Blending • Phoneme Segmentation • Blend Every Sound • Blending Dragon • Blend Individual Phonemes • Stick and Spell 	<ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ • Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • Unit 7, Pg. 230 Blending Phonemes: BINGO
<p>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p>	<ul style="list-style-type: none"> • Name That Letter Sound • Sound Songs • Get Started With Sounds • Letter Sound • Sound Sense • Sound Room 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
<p>b. Recognize own name, environmental print, and some common high-frequency sight words.</p>	<ul style="list-style-type: none"> • What's Your Name? • Power Words • Decodable Books 	<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
Fluency		
<p>4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</p>	<ul style="list-style-type: none"> • Picture Story • Picture Clues • Decodable Books • Read with Me Books • Sing-a-Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING STANDARDS (FOUR-YEAR-OLD CHILDREN)		
Text Types and Purposes		
1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	<ul style="list-style-type: none"> • Print Concepts • Words Tell About the Pictures • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	<ul style="list-style-type: none"> • Distinguish Letters • Letter Picture Writing 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	<ul style="list-style-type: none"> • Distinguish Letters • Letter Picture Writing 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	<ul style="list-style-type: none"> • Distinguish Letters • Letter Picture Writing 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
2. No developmentally appropriate standard.		
3. No developmentally appropriate standard.		
Production and Distribution of Writing		
4. No developmentally appropriate standard.		
5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Picture Clues 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing <i>continued</i>		
6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.	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 • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 38 Illustration Investigation • Unit 7, Pg. 216 Digital Program
Research to Build and Present Knowledge		
7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	<ul style="list-style-type: none"> • Books: Lumpy Mush and The Germs by Lev Weinberg; A Story in the Snow, Creepy Crawlers, and Mine by Elizabeth Lane; Fun in Kansas and Friends by Claudia Bailey • Dots, Lines, and Circles • Letters Make Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 176 Smell Survey • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
8. With prompting and support, recall information from experiences to answer questions.	<ul style="list-style-type: none"> • Connect to Me 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention • Unit 7, Pg. 150 What Doesn’t Belong?
9. No developmentally appropriate standard.		
Range of Writing		
10. No developmentally appropriate standard.		
SPEAKING AND LISTENING STANDARDS (FOUR-YEAR-OLD CHILDREN)		
Comprehension and Collaboration		
1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.	<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"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments • Unit 7, Pg. 205 Healthy Eating

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comprehension and Collaboration <i>continued</i>		
a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).	Waterford's Social Emotional videos model conversations and discussions between various characters as they listen and respond to each other.	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, Pg. 76 Taking Turns Game • Unit 6, Pg. 75 Grown-up Manners
b. Engage in extended conversations.	Waterford's Social Emotional videos model conversations and discussions between various characters as they listen and respond to each other.	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	<ul style="list-style-type: none"> • Read with Me Books • Sing-a-Rhyme Songs/Books (See titles at end of document.) • Look at Details • Picture Clues 	<ul style="list-style-type: none"> • Story Time Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 20 May I Help Game
Presentation of Knowledge and Ideas		
4. With prompting and support, describe familiar people, places, things, and events.	<ul style="list-style-type: none"> • Sum Up, Look at Details 	<ul style="list-style-type: none"> • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 6, Pg. 82 Imagine a Germ • Unit 7, Pg. 233 Precipitation
5. With prompting and support, add drawings or other visual displays to descriptions.	Waterford Early Learning 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
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • 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... • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 188 Insect Walking Sounds



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE STANDARDS (FOUR-YEAR-OLD CHILDREN)		
Conventions of Standard English		
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.	Waterford Early Learning provides many activities related to conventions of standard English grammar and usage.	<ul style="list-style-type: none"> • Unit 1, Pg. 136 Find Someone Who Has... • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 331 Thank-you Notes • Unit 5, Pg. 238 Friends Use Kind Words
a. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Nouns • Pronouns • Verbs • Past Tense Verbs 	<ul style="list-style-type: none"> • Unit 1, Pg. 136 Find Someone Who Has... • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 178 Power I
b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).	<ul style="list-style-type: none"> • Song: More Than One • Plural Nouns 	
c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Sum Up, Five W's 	<ul style="list-style-type: none"> • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 7, Pg. 150 What Doesn't Belong?
d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	<ul style="list-style-type: none"> • Song: Preposition Ship 	<ul style="list-style-type: none"> • Unit 2, Pg. 254 Polly Put the Kettle On
e. Produce and expand complete sentences in shared language activities.	<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 • Unit 5, Pg. 141 Language: Sentence Board Game
2. With prompting and support, demonstrate awareness of the conventions of standard English.	Waterford Early Learning provides many activities related to conventions of standard English grammar and usage.	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 1, Pg. 136 Find Someone Who Has... • Unit 1, Pg. 138 Crunchy and Soggy Snack • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 254 Polly Put the Kettle On
a. Write first name, capitalizing the first letter.	<ul style="list-style-type: none"> • Song: Capital Letters (Proper Nouns) • What's Your Name? • Letter Pictures • Letter Picture Writing 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
b. Attempt to write a letter or letters to represent a word	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities • Unit 2, Pg. 181 Introducing Journals
c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.	<ul style="list-style-type: none"> • Sound Songs • Name That Letter Sound • Letter Sound • Sound Room • Sound Sense • Choose a Sound 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities • Unit 2, Pg. 181 Introducing Journals
Knowledge of Language		
3. No developmentally appropriate standard		
Vocabulary Acquisition and Use		
4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	Waterford Early Learning provides many activities related to vocabulary acquisition and use. Read with Me 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
a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	<ul style="list-style-type: none"> • Vocabulary • Synonyms 	<ul style="list-style-type: none"> • Story Time Activities • Unit 5, Pg. 151 Dinosaur Stomp
5. With guidance and support, explore word relationships and word meanings.	Waterford's Early Learning program provides many activities for students to explore word relationships and meanings. 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"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Dramatic Play Activities
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 340 Sort It Out

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
<p>b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).</p>	<ul style="list-style-type: none"> • Songs: Verbs; Adjectives Describe • Book: Opposites • Verbs • Adjectives • Opposites 	<ul style="list-style-type: none"> • Unit 6, Pg. 42 Opposites and Letter Sound /o/ • Unit 6, Pg. 46 Listening Activity: Opposites and Onset-Rime
<p>c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/
<p>d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).</p>	<ul style="list-style-type: none"> • Song: Verbs • Verbs 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 149 I Am, I Can • Unit 7, Pg. 174 Taking Care of My Teeth
<p>6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.</p>	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in Literature and Informational Text enable students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Vocabulary • Read with Me Books • Sing-a-Rhyme Songs/Books • Informational Books • Decodable Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • 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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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATIC STANDARDS (FOUR-YEAR-OLD CHILDREN)		
COUNTING AND CARDINALITY		
Know number names and the count sequence.		
1. With prompting and support, recite numbers 1 to 30 in the correct order.	<ul style="list-style-type: none"> Counting Songs Number Instruction Number Counting 	<ul style="list-style-type: none"> Unit 1, Pg. 54 Counting and Attendance Introduce and Count Number Activities
2. With prompting and support, recognize, name, and attempt writing numerals 0 - 10.	<ul style="list-style-type: none"> Number Instruction Number Recognition and Sense Explain Numbers Moving Target Picture Puzzles Shape Puzzles Number Books (See titles at end of document.)	<ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities
Count to tell the number of objects.		
3. With guidance and support, understand the relationship between numerals and quantities	<ul style="list-style-type: none"> Number Counting Counting Songs Number Instruction Number Recognition and Sense Make and Count Groups Counting Puzzle Bug Bits 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 218 Group Five Pets Unit 7, Pg. 157 Introduce and Write Number 12
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials	<ul style="list-style-type: none"> Explain Numbers Number Counting Counting Songs Number Instruction Number Recognition and Sense Counting Puzzles Bug Bits 	<ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities
b. Match quantities and numerals 0 - 5.	<ul style="list-style-type: none"> Make and Count Groups Number Counting Number Instruction Order Numbers Number Recognition and Sense Counting Puzzles 	<ul style="list-style-type: none"> Unit 1, Pg. 40 Math: Same Two Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 261 Make One More

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Count to tell the number of objects <i>continued.</i>		
<p>4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.</p>	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Order Numbers • Number Instruction • Number Recognition and Sense • One-to-One Correspondence • Moving Target (Dots) • Bug Bits 	<ul style="list-style-type: none"> • Unit 1, Pg. 128 Introduce Number 4 • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 4, Pg. 90 Introduce and Count Number 6
<p>a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials</p>	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Number Instruction • Order Number s • Counting Puzzles • Bug Bits 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 218 Group Five Pets • Unit 2, Pg. 261 Make One More
Compare Numbers		
<p>5. Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.</p>	<ul style="list-style-type: none"> • Book: For the Birds • More Than, Fewer Than • More Than • Fewer Than 	<ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than
OPERATIONS AND ALGEBRAIC THINKING		
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.		
<p>1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.</p>	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 • Unit 5, Pg. 231 Decomposing 8 • Unit 7, Pg. 180 Build One More
<p>2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</p>	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth! • Unit 7, Pg. 247 How Many Are Hiding?

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from <i>continued</i>.		
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.	<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
a. Duplicate and extend simple patterns using concrete objects.	<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
MEASUREMENT AND DATA		
Describe and compare measurable attributes.		
1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Measuring Plants • Length • Size • Order Size • Sort • Big and Little • Tall and Short • Heavy and Light • Capacity 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Measuring Plants • Length • Size • Make Comparisons • Order Size • Sort • Big and Little • Tall and Short • Heavy and Light • Capacity 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume
a. Use nonstandard units of measurement	<ul style="list-style-type: none"> • Song: Measuring Plants • Length 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Describe and compare measurable attributes <i>continued</i>.		
b. Explore standard tools of measurement.	<ul style="list-style-type: none"> • Length 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume
Classify objects and count the number of objects in each category.		
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	<ul style="list-style-type: none"> • Length • Size • Order Size • Sort • Big and Little • Tall and Short 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 4, Pg. 18 Bone Exploration • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight
GEOMETRY		
Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
1. With guidance and support, correctly name shapes.	<ul style="list-style-type: none"> • Songs: Kites; The Shape of Things; Shapes, Shapes, Shapes; Corners and Sides • Book: The Shape of Things; Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Solid Shapes • World Shapes • Space Shapes • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Solid Shapes • World Shapes • Space Shapes • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid?
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	<ul style="list-style-type: none"> • Space Shapes • Congruence • Tangrams • Similar Figures 	<ul style="list-style-type: none"> • Unit 3, Pg. 368 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Analyze, compare, create, and compose shapes.		
4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 310 Make a Triangle • Unit 4, Pg. 28 Classroom Block Play
5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 310 Make a Triangle • Unit 4, Pg. 28 Classroom Block Play
SOCIAL STUDIES STANDARDS (FOUR-YEAR-OLD CHILDREN)		
FAMILY AND COMMUNITY		
Understand self in relation to the family and the community.		
1. Identify self as a member of a family, the learning community, and local community.	<ul style="list-style-type: none"> • My Family • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
2. With prompting and support, identify similarities and differences in people.	<ul style="list-style-type: none"> • Song: Same and Different 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
3. With prompting and support, describe some family traditions.	<ul style="list-style-type: none"> • Soup's On! • Party Time 	<ul style="list-style-type: none"> • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
Understand the concept of individual rights and responsibilities.		
5. With prompting and support, demonstrate responsible behavior related to daily routines.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 7, Pg. 178 Fox In a Box
6. With prompting and support, explain some rules in the home and in the classroom.		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 7, Pg. 178 Fox In a Box

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Understand the concept of individual rights and responsibilities <i>continued</i>.		
a. Identify some rules for different settings.		<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip Unit 7, Pg. 178 Fox In a Box
b. Identify appropriate choices to promote positive interactions.	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. 66 All the Way Done: Classroom Helpers Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/ directors, community helpers).		<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
8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible).	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. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend Unit 7, Pg. 246 I Know
9. With prompting and support, describe a simple sequence of familiar events.	<ul style="list-style-type: none"> Sum Up, Remember Order What Comes Next? First, Next, Last 	<ul style="list-style-type: none"> Unit 1, Pg. 5 Attendance Unit 1, Pg. 7 Schedule Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
OUR WORLD		
Understand the importance of people, resources, and the environment.		
1. Treat classroom materials and the belongings of others with care.	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. 66 All the Way Done: Classroom Helpers Unit 2, Pg. 240 I'm Responsible
2. With prompting and support, identify location and some physical features of familiar places in the environment.	<ul style="list-style-type: none"> Song: Four Ecosystems Book: Where in the World Would You Go Today? Mountains Deserts Oceans Rainforests 	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	<ul style="list-style-type: none"> Song: Save Your Pennies Pretend Play 	<ul style="list-style-type: none"> Unit 3, Pg. 328 We All Have Jobs Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Understand the importance of people, resources, and the environment <i>continued</i>.		
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	Waterford Early Learning exposes students to technology tools daily. Students interact with computers, headphones, the mouse or touch pad, keyboards, and iPads.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are
5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	<ul style="list-style-type: none"> • Songs: Pollution Rap; I Am Part of All I See • Pollution and Recycling • Care of Water • Care of Earth 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 2, Pg. 214 Garbage Elves
HISTORY AND EVENTS		
Understand events that happened in the past.		
1. With prompting and support, describe a simple series of familiar events.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • First, Next, Last 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
2. Recognize events that happened in the past.	<ul style="list-style-type: none"> • Read with Me Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journal My Family • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
SCIENCE STANDARDS (FOUR-YEAR-OLD CHILDREN)		
SCIENTIFIC METHOD AND INQUIRY		
Engage in simple investigations.		
1. Make observations, make predictions, and ask questions about natural occurrences or events.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body
2. Describe, compare, sort and classify, and order objects.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Same and Different • Book: Buttons, Buttons • Make Comparisons • Sort • Order • Look at Details • Match 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Engage in simple investigations <i>continued</i>.		
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body
4. Explore materials, objects, and events and notice cause and effect	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials • Magnets • Push and Pull 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
5. Describe and communicate observations, results, and ideas	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like George Washington Carver • Observe a Simple System • Science Investigation 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? • Unit 6, Pg. 54 Germs
6. Work collaboratively with others.	<ul style="list-style-type: none"> • Marmot Basket 	<ul style="list-style-type: none"> • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Use the five senses to explore and investigate the environment.		
7. Name and identify the body parts associated with the use of each of the five senses	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 86 Excellent Eyes • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 6, Pg. 18 Listening To My Body
8. Describe similarities and differences in the environment using the five senses.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHYSICAL SCIENCE		
Develop awareness of observable properties of objects and materials.		
1. Manipulate and explore a wide variety of objects and materials.	<ul style="list-style-type: none"> • Materials • Magnets 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 4, Pg. 19 Stack, Slide, Roll
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Book: The Shape of Things • Materials • Order Size • Size 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning • Book: Up in the Air • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between 	<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 5, Pg. 232 Here Kitty, Kitty: Position Words • Unit 5, Pg. 242 Long Lewie: Position Words
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	<ul style="list-style-type: none"> • Book: Mr. Mario's Neighborhood • Science Investigation • Push and Pull • Magnets 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 4, Pg. 19 Stack, Slide, Roll

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LIFE SCIENCE		
Acquire scientific knowledge related to life science.		
1. Name, describe, and distinguish plants, animals, and people by observable characteristics	<ul style="list-style-type: none"> • Songs: Plant or Animal; Vertebrates; Invertebrates; Birds; Fish • Books: Guess What I Am; Creepy Crawlers • Plant or Animal • Plants • Mammals • Birds • Amphibians • Fish • Insects • Spiders • Insects • Worms • Animal Groups 	<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?
2. Describe plant, animal, and human life cycles	<ul style="list-style-type: none"> • Book: A Seed Grows • Plants and Animals • Mammals • 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? • Unit 3, Pg. 296 We Are All Growing
3. Describe the needs of living things	<ul style="list-style-type: none"> • Book: Mela's Water Pot • Sun • Living or Nonliving • Water • Plants • Food From Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?
4. Compare and contrast characteristics of living and nonliving things	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
EARTH SCIENCE		
Apply scientific knowledge related to earth science and space.		
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Summer • Fall • Winter • Spring • Weather • Calendar/Graph Weather • Clouds 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
2. Identify characteristics of the clouds, sun, moon, and stars.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations • Clouds 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteors
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Sort • Rocks 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?
TECHNOLOGY		
Identify and explore a variety of technology tools.		
1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 141 Tool Workshop
2. Use technology tools to gather and/or communicate information.	<ul style="list-style-type: none"> • Science Tools • Weather Tools • Observe a Simple System • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 141 Tool Workshop
3. With prompting and support, invent and construct simple objects or structures using technology tools.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials • Magnets 	<ul style="list-style-type: none"> • Unit 4, Pg. 28 Classroom Block Play • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 7, Pg. 141 Tool Workshop

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APPROACHES TO LEARNING STANDARDS (FOUR-YEAR-OLD CHILDREN)		
PLAY		
Engage in play.		
1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	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
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	<ul style="list-style-type: none"> Pretend Play Clubhouse 	<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. 203 Spring Gallop!
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	<ul style="list-style-type: none"> Pretend Play Clubhouse Perfect Present 	<ul style="list-style-type: none"> Unit 2, Pg. 242 Dramatic Play: Pet Store Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency! Unit 4, Pg. 6 Dramatic Play: Radiologist's Office
4. Demonstrate active engagement in play.	<ul style="list-style-type: none"> Pretend Play Clubhouse Marmot Basket Find Me! Where's Papa? 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing rules Unit 1, Pg. 88 Let's Play Dramatic Play Activities
CURIOSITY AND INITIATIVE		
Demonstrate curiosity and initiative.		
1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	<ul style="list-style-type: none"> Perfect Present Party Time Science Investigation Pretend Play 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing rules Unit 1, Pg. 13 Going On a Bear Hunt Unit 1, Pg. 88 Let's Play Dramatic Play Activities
2. Ask questions to seek new information.	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 38 Illustration Investigation Unit 1, Pg. 50 Follow the Apples Investigation Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 3, Pg. 365 Seed Investigation Unit 4, Pg. 86 Fish Investigation

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate curiosity and initiative <i>continued.</i>		
3. Make independent choices.	<ul style="list-style-type: none"> • Perfect Present • Squirrel’s Sketches • Soup’s On! 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 4, Pg. 120 Monarch of the Animals • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 212 It’s Different, But It’s Good!
4. Approach tasks and activities with flexibility, imagination, and inventiveness.	<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! • Science Investigation 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 4, Pg. 112 I Can Book • Unit 4, Pg. 120 Monarch of the Animals • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 212 It’s Different, But It’s Good! • Unit 7, Pg. 246 I Know
PERSISTENCE AND ATTENTIVENESS		
Demonstrate persistence and attentiveness.		
1. Follow through to complete a task or activity.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 110 Plan, Do, Review
2. Demonstrate the ability to remain engaged in an activity or experience.	Waterford’s engaging activities hold student attention and include many learning styles. Students are encouraged verbally to “Say it with me!” or kinesthetically to “Trace the letter with your finger” or “Clap the syllables you hear.”	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 1, Pg. 110 Plan, Do, Review
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PROBLEM-SOLVING SKILLS		
Demonstrate problem-solving skills.		
1. Identify a problem or ask a question.	<ul style="list-style-type: none"> Book: 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 6, Pg. 20 May I Help Game
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
3. Apply prior learning and experiences to build new knowledge.	<ul style="list-style-type: none"> Connect to Me Build Knowledge 	<ul style="list-style-type: none"> Unit 1, Pg. 15 Wash Hands and Use Bathroom Unit 1, Pg. 88 Let's Play Unit 1, Pg. 96 Friendly Musical Chairs
SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS (FOUR-YEAR-OLD CHILDREN)		
SOCIAL DEVELOPMENT		
Build and maintain relationships with others.		
1. Interact appropriately with familiar adults.	<ul style="list-style-type: none"> Find Me! Where's Papa? 	<ul style="list-style-type: none"> Introduction, Pg. 18 Family Engagement Unit 1, Pg. 20 Reflection and Dismissal Unit 3, Pg. 375 Trusted Adults
a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.	<ul style="list-style-type: none"> Lost and Found It's Not Fair! 	<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
b. Engage with a variety of familiar adults for a specific purpose.	<ul style="list-style-type: none"> Find Me! Where's Papa? 	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help
2. Interact appropriately with other children.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Pretend Play 	<ul style="list-style-type: none"> Unit 1, Pg. 88 Let's Play Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Build and maintain relationships with others <i>continued</i>.		
a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	<ul style="list-style-type: none"> • Come Inside! • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 7, Pg. 249 Friendship
b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 9 Block Center • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
c. Ask permission to use items or materials of others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 2, Pg. 169 Personal Space Circle • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.>").		<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 5, Pg. 226 Good Friends Activity: I'm a Good Friend
3. Express empathy and care for others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • Musical Mayhem • Baby's Blocks • Papa's Thumb 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby's Blocks • Papa's Thumb 	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 7, Pg. 249 Friendship
b. Offer and accept encouraging and courteous words to demonstrate kindness.	<ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • Musical Mayhem • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Build and maintain relationships with others <i>continued</i>.		
c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found • Baby’s Blocks 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 3, Pg. 367 Animal Beat • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling
Work productively toward common goals and activities.		
4. Participate successfully as a member of a group.	<ul style="list-style-type: none"> • Pretend Play • Soup’s On! • The Picnic 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	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. 6 Learning • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 203 Spring Gallop!
b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend
c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	<ul style="list-style-type: none"> • Soup’s On! • Do I Have To? • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 4, Pg. 120 Monarch of the Animals • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 212 It’s Different, But It’s Good!
5. Join ongoing activities in acceptable ways.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 6, Pg. 10 Please and Thank You • Unit 6, Pg. 20 Excuse Me Game • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Work productively toward common goals and activities continued.</i>		
a. Express to others a desire to play (e.g., say, “I want to play.”).	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 6, Pg. 10 Please and Thank You • Unit 6, Pg. 20 Excuse Me Game • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
b. Lead and follow.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 242 Simon Says Blending
c. Move into group with ease.	<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 6, Pg. 10 Please and Thank You • Unit 6, Pg. 20 Excuse Me Game • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
6. Resolve conflicts with others.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! 	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 107 How to Solve a Problem
a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate.	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 121 Problem Solving: Fair Division
b. With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).	Waterford’s Central Park characters model courteous behavior and use “Please” and “Thank you” throughout the Social Emotional videos.	<ul style="list-style-type: none"> • Unit 6, Pg. 10 Please and Thank You • Unit 6, Pg. 20 Excuse Me Game



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
EMOTIONAL DEVELOPMENT		
Demonstrate awareness of self and capabilities.		
1. Demonstrate trust in self.	<ul style="list-style-type: none"> Squirrel's Sketches 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").	<ul style="list-style-type: none"> Squirrel's Sketches My Name Is Squirrel 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	<ul style="list-style-type: none"> Lost and Found It's Not Fair! 	<ul style="list-style-type: none"> Unit 1, Pg. 88 Chrysanthemum Discussion Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 26 Journal Prompt: I feel...
2. Develop personal preferences.	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Goopy Mud 	<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. 26 Journal Prompt: I feel... Unit 5, Pg. 188 Insect Walking Sounds
a. Express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").	<ul style="list-style-type: none"> Science Investigations Find Me! 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 1, Pg. 24 What Do Scientists Do? Unit 6, Pg. 20 May I Help Game Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 203 Spring Gallop!
b. Select and complete tasks (e.g., finish a puzzle or drawing).	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. 32 Train My Brain: Determination Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 4, Pg. 112 I Can Book
3. Show flexibility, inventiveness, and interest in solving problems.	<ul style="list-style-type: none"> Musical Mayhem Marmot Basket 	<ul style="list-style-type: none"> Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem Unit 6, Pg. 121 Problem Solving: Fair Division

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate awareness of self and capabilities <i>continued.</i>		
a. Make alternative choices (e.g., move to another area when a center is full).		<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Introduction, Pg. 16 Sensory Table • Dramatic Play Activities • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 13 We're All Happy • Unit 6, Pg. 107 How to Solve a Problem
b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	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 3, Pg. 350 Friday Story: The Perfect Square • Unit 4, Pg. 74 It's Okay to Say No • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem
4. Know personal information.		<ul style="list-style-type: none"> • Unit 1, Pg. 9 Classroom Bear • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 74 Name Magnets • Unit 1, Pg. 96 Friendly Musical Chairs
a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).		<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend
b. Refer to self by first and last name.		<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 74 Name Magnets • Unit 1, Pg. 96 Friendly Musical Chairs
c. Know parents'/guardians' names.		<ul style="list-style-type: none"> • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 288 Journal My Family
Recognize and adapt expressions, behaviors, and actions.		
5. Show impulse control with body and actions.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 4, Pg. 35 I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
a. Control own body in space (e.g., move safely through room without harm to self or others).	<ul style="list-style-type: none"> • Pretend Play • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 5, Pg. 233 Slide Like a Snail • Unit 7, Pg. 187 Pathways in Space
b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	<ul style="list-style-type: none"> • Soup's On! • Dinner Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Recognize and adapt expressions, behaviors, and actions <i>continued</i>.		
c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	<ul style="list-style-type: none"> • Soup’s On! 	<ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition
6. Manage emotions.	<ul style="list-style-type: none"> • It’s Not Fair! • Lost and Found 	<ul style="list-style-type: none"> • Unit 1, Pg. 39 Quiet Time • Unit 2, Pg. 214 Garbage Elves • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	<p>Waterford’s Social Emotional video series “I Can Calm Down” models strategies to help children maintain self-control.</p> <ul style="list-style-type: none"> • Squirrel’s Blocks • Lost Dinosaur • Lost Keys 	<ul style="list-style-type: none"> • Unit 4, Pg. 35 I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
b. With prompting and support, recognize emotions (e.g., “I am really mad.”).	<p>Waterford’s Social Emotional video series “I Can Calm Down” models strategies to help children maintain self-control.</p> <ul style="list-style-type: none"> • Squirrel’s Blocks • Lost Dinosaur • Lost Keys 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel...
c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	<ul style="list-style-type: none"> • Lost and Found • It’s Not Fair! • Where’s Papa? • Party Time! • Soup’s On! • Find Me 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel...
d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	<ul style="list-style-type: none"> • Lost and Found • It’s Not Fair! • Do I Have To? • Squirrel’s Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
7. Follow procedures and routines with teacher support.	<ul style="list-style-type: none"> • Soup’s On • Pretend Play • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Recognize and adapt expressions, behaviors, and actions <i>continued</i>.		
a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	While interacting with Waterford Early Learning, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition
b. Use materials with care and safety (e.g., use scissors to cut paper).	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. 19 Birthday Cupcakes • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 165 Safe Smelling • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
c. Take turns sharing information with others (e.g., interact during group time).	Social Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters share information, and ask and answer relevant questions.	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 7, Pg. 249 Friendship
8. Demonstrate flexibility in adapting to different environments.		<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
b. Follow rules (e.g., use outside voice, use inside voice) in different settings.		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHYSICAL DEVELOPMENT STANDARDS (FOUR-YEAR-OLD CHILDREN)		
GROSS MOTOR SKILLS		
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.		
1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	<ul style="list-style-type: none"> • Books: Legs; Fawn Eyes • Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes • Parts of the Face • Body Parts 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 6, Pg. 7 Dramatic Play: Gym
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 6, Pg. 7 Dramatic Play: Gym
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.		
3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).		<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
4. Use various types of equipment (e.g., playground equipment, tricycles, slides).		<ul style="list-style-type: none"> • Unit 6, Pg. 122 Obstacle Course
5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).		<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
FINE MOTOR SKILLS		
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.		
1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	Interaction with Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 1, Pg. 114 Snip, Snip, Cut
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.		
2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).	Children select the Waterford icon to begin their sessions. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip • Introduction, Pg. 8 Art Center • Introduction, Pg. 17 Writing Center
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes
Participate in fine motor activity for self-expression and/or social interaction.		
4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	Waterford Early Learning encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 56 Pencil Grip • Unit 2, Pg. 181 Introducing Journals
5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).		<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes
Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.		
6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).		<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SELF-CARE, HEALTH, AND SAFETY SKILLS		
Demonstrate an awareness and practice of safety rules.		
1. With prompting and support, identify safety rules (e.g., classroom, home, community).	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	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"> • Dance and Movement Activities • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
Demonstrate an emerging (developing) use of standard health practices.		
4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Exercise and Rest • Germs • Avoid Germs and Prevent Illness • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 3, Pg. 319 Plant Part Salad • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth! • Unit 7, Pg. 205 Healthy Eating
5. With prompting and support, participate in a variety of physical activities.	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga)
6. With prompting and support, identify nutritious foods.	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 60 Snack • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE EXPRESSIONS STANDARDS (FOUR-YEAR-OLD CHILDREN)		
MUSIC		
Participate in music-related activities.		
1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	<ul style="list-style-type: none"> • Sing-a-Rhyme Songs/Books (See titles at end of document.) • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
2. Sing a variety of short songs.	<p>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.</p> <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. 22 Name Song • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).	<p>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.</p> <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. 26 Singing the Alphabet • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
4. With prompting and support, identify fast and slow tempos and simple elements of music.	<ul style="list-style-type: none"> • Sing-a-Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 120 Listen to the Beat



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Participate in music-related activities <i>continued</i>.		
<p>5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.</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) 	<ul style="list-style-type: none"> Introduction, Pg. 28 Music in the Preschool Classroom Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 2, Pg. 233 Mambo Moves
DANCE AND MOVEMENT		
Demonstrate understanding through the use of movement.		
<p>1. Create simple movements (e.g., twirl, turn around, skip, shake).</p>	<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 6, Pg. 53 Floating Robots Unit 7, Pg. 187 Pathways in Space
<p>2. Respond rhythmically to different types of music (e.g., fast, slow).</p>	<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"> Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 175 Dancing with Props Unit 6, Pg. 53 Floating Robots Unit 7, Pg. 187 Pathways in Space



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
THEATRE AND DRAMATIC PLAY		
Engage in dramatic play throughout the day in a variety of centers.		
1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom
2. Use available materials as either realistic or symbolic props.	<ul style="list-style-type: none"> Pretend Play Soup's On! 	<ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom
3. Make up new roles from experiences and/or familiar stories.	<ul style="list-style-type: none"> Read with Me Books Sing-a-Rhyme Songs/Books (See titles at end of document.) Pretend Play 	<ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom
4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.	<ul style="list-style-type: none"> Read with Me Books Sing-a-Rhyme Songs/Books (See titles at end of document.) Pretend Play 	<ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom
VISUAL ARTS		
Create and respond to visual art.		
1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	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 Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk
2. Create artwork that reflects an idea, theme, or story.	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 Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk
3. Describe own art work.	<ul style="list-style-type: none"> Squirrel's Sketches 	<ul style="list-style-type: none"> Unit 2, Pg. 256 Polly's Tea Unit 3, Pg. 370 Shades of Paint Unit 7, Pg. 139 Painting My Feelings Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

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



FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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

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



PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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



ALBUMS

Beginning Math Songs: Volume 1

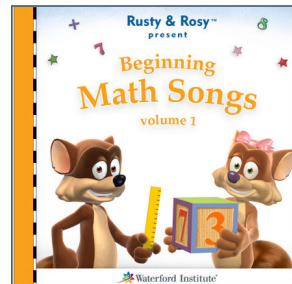
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

Nursery Songs and Rhymes

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

Beginning Reading Songs

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



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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

