

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

100%

*North Carolina
Foundations for
Early Learning
and Development
2013*

TABLE OF CONTENTS



OVERVIEW	1
APPROACHES TO PLAY AND LEARNING	2
Curiosity, Information-Seeking, and Eagerness	2
Play and Imagination	3
Risk Taking, Problem Solving, and Flexibility	4
Attentiveness, Effort, and Persistence	5
EMOTIONAL AND SOCIAL DEVELOPMENT	6
Developing a Sense of Self	6
Developing a Sense of Self with Others	7
Learning About Feelings	9
HEALTH AND PHYSICAL DEVELOPMENT	10
Physical Health and Growth	10
Motor Development	12
Self-Care	13
Safety Awareness	14
LANGUAGE DEVELOPMENT AND COMMUNICATION	14
Learning to Communicate	14
Foundations for Reading	17
Foundations for Writing	21
COGNITIVE DEVELOPMENT	23
Construction of Knowledge: Thinking and Reasoning	23
Creative Expression	24
Social Connections	26
Mathematical Thinking and Expression	28
Scientific Exploration and Knowledge	32
WATERFORD BOOKS AND RELATED ACTIVITIES	35
WATERFORD FAMILY ENGAGEMENT RESOURCES	38

OVERVIEW



This document provides a detailed correlation of **WATERFORD EARLY LEARNING to NORTH CAROLINA FOUNDATIONS FOR EARLY LEARNING AND DEVELOPMENT 2013.**

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

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

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



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

Waterford Math & Science provides young learners comprehensive instruction in the major areas of early math: numbers and operation, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science.

EVIDENCE-BASED CURRICULUM

Waterford curriculum has been formally [evaluated in dozens of studies](#). In each study, Waterford classrooms outperform comparison-group classes in most, if not all, of the examined measures. In

particular, Waterford stands out for providing significant learning gains for at-risk students and English Language Learners.

STUDENT-CENTERED LEARNING

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

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

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

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

TEACHER RESOURCES

With resources available in the Waterford Manager, thousands of online activities are available for teachers to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons](#) aligned to their own pacing guide, core curriculum, or state standards.

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

CORRELATION DESCRIPTION

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

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

CONTINUAL DEVELOPMENT

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



SUPPORT

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



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
APPROACHES TO PLAY AND LEARNING		
CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS		
Goal APL-1: Children show curiosity and express interest in the world around them.		
Discover things that interest and amaze them and seek to share them with others. APL-1m	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation 	<ul style="list-style-type: none"> Introduction, Pg. 16 Sensory Table Unit 1, Pg. 18 Afternoon Centers
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n		<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 5, Pg. 188 Insect Walking Sounds
Show interest in a growing range of topics, ideas, and tasks. APL-1o		<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p		<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 7, Pg. 203 Spring Gallop!
Goal APL-2: Children actively seek to understand the world around them.		
Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	<ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Jane Goodall Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 6, Pg. 20 May I Help Game
Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m	<ul style="list-style-type: none"> Song: I Am Part of All I See Science Investigation Science Tools 	<ul style="list-style-type: none"> Introduction, Pg. 16 Sensory Table Unit 1, Pg. 18 Afternoon Centers
Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	<ul style="list-style-type: none"> Connect to Me Build Knowledge 	<ul style="list-style-type: none"> Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 5, Pg. 219 Spider Webs Unit 7, Pg. 235 Rain Sticks

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



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PLAY AND IMAGINATION		
Goal APL-3: Children engage in increasingly complex play.		
Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
Use more complex and varied language to share ideas and influence others during play. APL-3s	Waterford Reading provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 144 Mixing Potions • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 7, Pg. 151 How to Wash My Bear
Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 330 Dramatic Play: Fire Station
Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u		<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 5, Pg. 238 Friends Use Kind Words
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.		
Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 18 Afternoon Centers
Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 3, Pg. 359 Dramatic Play: Zoo and Anima Sculpture • Unit 7, Pg. 198 Program Decorations
Make up stories, songs, or dances for fun during play. APL-4o	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 2, Pg. 175 Dancing with Props • Unit 2, Pg. 233 Mambo Moves • Unit 4, Pg. 117 Giraffes Can Dance!



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RISK TAKING, PROBLEM SOLVING, AND FLEXIBILITY		
Goal APL-5: Children are willing to try new and challenging experiences.		
Express a belief that they can do things that are hard. APL-5o	<ul style="list-style-type: none"> • Squirrel's Sketches • Marmot Basket • Perfect Present 	<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
Approach new experiences independently. APL-5p	<ul style="list-style-type: none"> • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 110 Plan, Do, Review
Ask to participate in new experiences that they have observed or heard about. APL-5q	<ul style="list-style-type: none"> • Find Me! 	<ul style="list-style-type: none"> • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 212 It's Different, But It's Good!
Independently seek new challenges. APL-5r	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 80 Pairs • Unit 1, Pg. 134 Texture Sort • Unit 4, Pg. 96 Good Friends Activity: I Try New Things
Goal APL-6: Children use a variety of strategies to solve problems.		
Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n	<ul style="list-style-type: none"> • Book: Milton's Mittens • Lost and Found • Marmot Basket 	<ul style="list-style-type: none"> • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 4, Pg. 66 Good Friends Activity: Two Friends
Describe the steps they will use to solve a problem. APL-6o	<ul style="list-style-type: none"> • Song: Problem Solving • Book: Milton's Mittens • Story Problem Strategies • Musical Mayhem • Logic Game 	<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
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	<ul style="list-style-type: none"> • Song: Problem Solving • Story Problem Strategies 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 52 What Would Pete the Cat Do?
Explain how they solved a problem to another person. APL-6q		<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ATTENTIVENESS, EFFORT, AND PERSISTENCE		
Goal APL-7: Children demonstrate initiative.		
Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7j	<ul style="list-style-type: none"> Perfect Present 	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 110 Plan, Do, Review
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k	<ul style="list-style-type: none"> Perfect Present 	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 110 Plan, Do, Review Unit 7, Pg. 244 Weather Report
Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7l	Waterford Early Learning helps Children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 1, Pg. 110 Plan, Do, Review
Goal APL-8: Children maintain attentiveness and focus.		
Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k	Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me directions.	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 18 Afternoon Centers Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Consistently remain engaged in self-directed activities. APL-8l	Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me directions.	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 18 Afternoon Centers Unit 7, Pg. 134 Dramatic Play: Architect’s Office
Goal APL-9: Children persist at challenging activities.		
Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	<ul style="list-style-type: none"> Marmot Basket 	<ul style="list-style-type: none"> Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal APL-9: Children persist at challenging activities <i>continued</i>.		
When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9		<ul style="list-style-type: none"> Unit 1, Pg. 15 Good Friends: Me and My Bear Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	<ul style="list-style-type: none"> Observe a Simple System 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 2, Pg. 258 Taking Care of Living Things
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me directions.	<ul style="list-style-type: none"> Unit 1, Pg. 80 Pairs Unit 1, Pg. 132 Erasing Mistakes Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 4, Pg. 112 I Can Book Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
EMOTIONAL AND SOCIAL DEVELOPMENT		
DEVELOPING A SENSE OF SELF		
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.		
Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). ESD-1o		<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 6, Pg. 14 Picturing My Body
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	<ul style="list-style-type: none"> Come Inside My Family Clubhouse 	<ul style="list-style-type: none"> Unit 2, Pg. 158 This Belongs to a Friend Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	Consistent review and practice throughout the Waterford sequence builds student awareness of, and confidence in, the skills they are learning.	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 18 Afternoon Centers



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.		
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	<ul style="list-style-type: none"> • Perfect Present • Squirrel’s Sketches • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 3, Pg. 348 Journal Prompt: My Job • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved • Unit 7, Pg. 246 I Know
Express the belief that they can do many things. ESD-2o	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Soup’s On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things
Stick with tasks even when they are challenging. ESD-2p	Children build persistence in Waterford Early Learning with ongoing support and encouragement. The support can include repeating instructions to offering encouragement and various hints to step-by-step, follow-me directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). ESD-2q		<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 348 Journal Prompt: My Job • Unit 4, Pg. 112 I Can Book
DEVELOPING A SENSE OF SELF WITH OTHERS		
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.		
Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3q	<ul style="list-style-type: none"> • Lost and Found • Find Me! • It’s Not Fair! • Do I Have To? • Where’s Papa? • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Form positive relationships with new teachers or caregivers over time. ESD-3r		<ul style="list-style-type: none"> • Introduction, Pg. 18 Family Engagement • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 375 Trusted Adults • Unit 6, Pg. 117 Digital Safety
Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s	<ul style="list-style-type: none"> • Find Me! • Lost and Found 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal ESD-4: Children form relationships and interact positively with other children.		
Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play • Party Time! 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 238 Friends Use Kind Words
Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q		<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 206 Good Friends, Good Listeners
Seek and give support with children they identify as friends. ESD-4r	<ul style="list-style-type: none"> • Boo Hoo Baby • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 5, Pg. 166 I Ask for Help When I Need It • Unit 5, pg. 197 Good Friends Activity: I'm a Helper
Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	<ul style="list-style-type: none"> • Clubhouse • Party Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t		<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 1, Pg. 88 Let's Play • Unit 7, Pg. 178 Fox In a Box
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.		
Follow social rules, transitions, and routines that have been explained to them. ESD-5q	<ul style="list-style-type: none"> • Party Time • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 43 Reflection and Dismissal
Make requests clearly and effectively most of the time. ESD-5r	<ul style="list-style-type: none"> • Find Me! • Lost and Found 	<ul style="list-style-type: none"> • Unit 4, Pg. 74 It's Okay to Say No • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Balance their own needs with those of others in the group. ESD-5s	<ul style="list-style-type: none"> • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 4, Pg. 74 It's Okay to Say No • Unit 6, Pg. 20 May I Help Game



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups <i>continued</i>.		
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t	<ul style="list-style-type: none"> • Do I Have To? • Broken Lamp 	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game
Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 4, Pg. 52 What Would Pete the Cat Do? • Unit 6, Pg. 107 How to Solve a Problem
Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v	<ul style="list-style-type: none"> • Books: Seeing Fingers; In the Rain • Boo Hoo Baby • Musical Mayhem 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 6, Pg. 14 Picturing My Body
LEARNING ABOUT FEELINGS		
Goal ESD-6: Children identify, manage, and express their feelings.		
Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	<ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • It's Not Fair! • Lost and Found • Clubhouse • Marmot Basket • Perfect Present • My Family • Soup's On! 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I Feel...
Independently manage and express feelings effectively most of the time. ESD-6p	<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 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q	Waterford Reading provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal ESD-6: Children identify, manage, and express their feelings <i>continued</i>.		
Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). ESD-6r	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 3, Pg. 367 Animal Beat • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
Use problem-solving strategies when feeling angry or frustrated. ESD-6s	Waterford’s Social Emotional series “I Can Calm Down” offers examples of problem-solving strategies, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Goal ESD-7: Children recognize and respond to the needs and feelings of others.		
Communicate understanding and empathy for others’ feelings. ESD-7n	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 238 Friends Use Kind Words
Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”). ESD-7o	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game
Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p	<ul style="list-style-type: none"> • Musical Mayhem • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
HEALTH AND PHYSICAL DEVELOPMENT		
PHYSICAL HEALTH AND GROWTH		
Goal HPD-1: Children develop healthy eating habits.		
Try new foods. HPD-1s		<ul style="list-style-type: none"> • Snack Time • Unit 7, Pg. 212 It’s Different, But It’s Good!
Feed themselves with utensils independently. HPD-1t		<ul style="list-style-type: none"> • Snack Time • Lunch Time
Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal HPD-1: Children develop healthy eating habits <i>continued</i>.		
Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 212 It's Different, But It's Good!
Name foods and beverages that help to build healthy bodies. HPD-1w	<ul style="list-style-type: none"> • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 212 It's Different, But It's Good!
Goal HPD-2: Children engage in active physical play indoors and outdoors.		
Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym
Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p	<ul style="list-style-type: none"> • Song: Health • 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
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 7, Pg. 178 Fox In a Box
Transition independently from active to quiet activities most of the time. HPD-2r		<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 39 Quiet Time
Goal HPD-3: Children develop healthy sleeping habits.		
Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	<ul style="list-style-type: none"> • Song: Health • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile
Independently start and participate in sleep routines most of the time. HPD-3l		<ul style="list-style-type: none"> • Introduction, Pg. 23 Tips for Supporting Self-Regulation Skills



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MOTOR DEVELOPMENT		
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.		
Coordinate movement of upper and lower body. HPD-4p		<ul style="list-style-type: none"> Unit 6, Pg. 122 Obstacle Course Unit 7, Pg. 203 Spring Gallop!
Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q		<ul style="list-style-type: none"> Unit 4, Pg. 42 Birds on a Perch Unit 6, Pg. 7 Dramatic Play: Gym Unit 6, Pg. 122 Obstacle Course
Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r		<ul style="list-style-type: none"> Unit 1, Pg. 36 Jump Up and Down Transition Unit 1, Pg. 96 Friendly Musical Chairs Unit 6, Pg. 122 Obstacle Course
Show awareness of own body in relation to other people and objects while moving through space. HPD-4s		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 7, Pg. 187 Pathways In Space
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.		
Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	Waterford Reading encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> Dots, Lines, and Circles 	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities Unit 1, Pg. 56 Writing Letter A
Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	The daily use of a touch pad or mouse develops eye-hand coordination skills.	<ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 18 Skeleton Hands
Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 4, Pg. 43 Capital Letter Scrapbook Unit 7, Pg. 141 Tool Workshop



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SELF-CARE		
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.		
Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i	<ul style="list-style-type: none"> • Lost and Found • Find Me! 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Consistently use strategies to calm themselves when needed. HPD-6j	<ul style="list-style-type: none"> • Squirrel’s Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 39 Quiet Time • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles
Goal HPD-7: Children develop independence in caring for themselves and their environment.		
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p		<ul style="list-style-type: none"> • Introduction, Pg. 30 Strategies for Teaching Children with Special Needs • Introduction, Pg. 31 Differentiation
Dress and undress themselves independently. HPD-7q		<ul style="list-style-type: none"> • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 108 Exercise Makes Me Better
Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r		<ul style="list-style-type: none"> • Introduction, Pg. 27 Toileting • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
Eat with a fork. HPD-7s		<ul style="list-style-type: none"> • Snack Time • Lunch Time • Unit 1, Pg. 11 Hand Washing and Snack • Unit 5, Pg. 214 Set the Table, Please
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t	<ul style="list-style-type: none"> • Song: Pollution Rap 	<ul style="list-style-type: none"> • Unit 1, Pg. 58 Cooking Apples Center • Unit 1, Pg. 59 Cleanup and Review • Unit 2, Pg. 214 Garbage Elves
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u	<ul style="list-style-type: none"> • Song: Health • Book: The Germs; We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 6, Pg. 76 Germs Make People Sick • Unit 7, Pg. 174 Taking Care of My Teeth



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SAFETY AWARENESS		
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.		
Avoid potentially dangerous behaviors. HPD-8m	<ul style="list-style-type: none"> Song: Sun Blues 	<ul style="list-style-type: none"> Unit 1, Pg. 127 Dramatic Play: Construction Site Unit 3, Pg. 287 Sun Safe Song Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe Unit 7, Pg. 231 Water Safety
Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. HPD-8n		<ul style="list-style-type: none"> Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency! Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
Independently follow basic safety rules. HPD-8o		<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip Unit 2, Pg. 165 Safe Smelling
Identify people who can help them in the community (police, firefighter, nurse). HPD-8p	<ul style="list-style-type: none"> Book: Play Ball 	<ul style="list-style-type: none"> Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 3, Pg. 336 Tuesday Story: Call For Help
LANGUAGE DEVELOPMENT AND COMMUNICATION		
LEARNING TO COMMUNICATE		
Goal LDC-1: Children understand communications from others.		
Show understanding of increasingly complex sentences. LDC-1n	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences 	<ul style="list-style-type: none"> Unit 7, Pg. 151 How to Wash My Bear Unit 7, Pg. 238 Surfing the Waves
Respond to requests for information or action. LDC-1o	<ul style="list-style-type: none"> Find An Answer 	<ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing and Snack Unit 6, Pg. 59 Rhythm Stick Sounds
Follow more detailed multi-step directions. LDC-1p	While interacting with the Waterford sequence, children listen to and follow multi-step directions. Waterford helps Children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> Unit 1, Pg. 9 Classroom Bear Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 20 Reflection and Dismissal
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.		
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	<ul style="list-style-type: none"> Book: Seeing Fingers 	<ul style="list-style-type: none"> Introduction, Pg. 21 Supporting Dual Language Learners Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions <i>continued</i>.		
Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	Executive Function videos model multiple back and forth conversations, initiated and responded to by different characters.	<ul style="list-style-type: none"> • Unit 1, Pg. 60 Turn and Talk Matching • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 84 Working Together
Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	Executive Function videos model multiple back and forth conversations, initiated and responded to by different characters.	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities
Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o		<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 3, Pg. 286 Grandmas: Same and Different
Appreciate and use humor. LDC-2p		<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 50 Vertebrate Compound Words
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”). LDC-3f		<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 136 Find Someone Who Has... • Unit 7, Pg. 150 What Doesn’t Belong?
Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 6, Pg. 20 May I Help Game
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.		
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j	<ul style="list-style-type: none"> • Lost and Found • Find Me! • It’s Not Fair! • Do I Have To? • Musical Mayhem • Perfect Present • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 154 Gallery Talk



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly <i>continued</i>.		
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k		<ul style="list-style-type: none"> Unit 1, Pg. 39 Quiet Time Unit 5, Pg. 230 Dramatic Play: Library
Speak clearly enough to be understood by most people. LDC-4l		<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Goal LDC-5: Children describe familiar people, places, things, and events.		
Describe experiences and create and/or retell longer narratives. LDC-5f	<ul style="list-style-type: none"> Connect to Me Build Knowledge Step Into the Story 	<ul style="list-style-type: none"> Journal Activities Unit 1, Pg. 145 What's In the Bag?
Goal LDC-6: Children use most grammatical constructions of their home language well.		
Speak in full sentences that are grammatically correct most of the time. LDC-6i	<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 5, Pg. 141 Language: Sentence Board Game
Goal LDC-7: Children respond to and use a growing vocabulary.		
Repeat familiar songs, chants, or rhymes. LDC-7o	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 1, Pg. 4 The Name Song Unit 1, Pg. 26 Singing the Alphabet Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination
Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p	Waterford Reading provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	<ul style="list-style-type: none"> Unit 2, Pg. 256 Polly's Tea Unit 4, Pg. 100 Dramatic Play: Pond Unit 4, Pg. 122 Journal Prompt: My Adventure Unit 5, Pg. 141 Language: Sentence Board Game



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal LDC-7: Children respond to and use a growing vocabulary <i>continued</i>.		
<p>Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7q</p>	<ul style="list-style-type: none"> • Picture Clues • Vocabulary 	<ul style="list-style-type: none"> • Story Time Activities • Unit 5, Pg. 155 Vertebrate Sort and Review
FOUNDATIONS FOR READING		
Goal LDC-8: Children develop interest in books and motivation to read.		
<p>Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
<p>Use and share books and print in their play. LDC-8n</p>	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 5, Pg. 230 Dramatic Play: Library
<p>Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o</p>	<ul style="list-style-type: none"> • Read with Me • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities
Goal LDC-9: Children comprehend and use information presented in books and other print media.		
<p>Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 7, Pg. 208 Program Rehearsal
<p>Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p</p>	<ul style="list-style-type: none"> • Informational 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



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal LDC-9: Children comprehend and use information presented in books and other print media <i>continued</i>.		
Use knowledge of the world to make sense of more challenging texts. LDC-9q	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Story Time Activities • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/
Ask more focused and detailed questions about a story or the information in a book. LDC-9s	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Find An Answer • Look At Details 	<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
Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t	<ul style="list-style-type: none"> • Peek At the Story • Find an Answer • Describe Characters 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 148 Ten Little Goldfish • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
Goal LDC-10: Children develop book knowledge and print awareness.		
Hold a book upright while turning pages one by one from front to back. LDC-10k	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"> • Introduction, Pg. 13 Reading Center
Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”). LDC-10l	<ul style="list-style-type: none"> • Print Concepts • Words Tell About the Pictures • Picture Story • Look, Listen, and Match 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 23 Morning Message • Unit 2, Pg. 242 Dramatic Play: Pet Store
Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts 	<ul style="list-style-type: none"> • Introduction, Pg. 7 Labels and Decorations • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 31 Cleanup and Center Review



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal LDC-10: Children develop book knowledge and print awareness <i>continued</i>.		
With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n	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"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message
Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Look, Listen, and Match • Distinguish Letters 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 7, Pg. 226 Letter Sound /s/ • Unit 7, Pg. 236 Letter Sound /a/
Identify their name and the names of some friends when they see them in print. LDC-10p	<ul style="list-style-type: none"> • What's Your Name? 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Goal LDC-11: Children develop phonological awareness.		
Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 2, Pg. 199 Rhyme Race • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 34 Listening Activity: Rhyme Review • Unit 4, Pg. 50 Vertebrate Compound Words
Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 4, Pg. 2 Mammal Rhythm • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal LDC-11: Children develop phonological awareness <i>continued</i>.		
<p>Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Rhyming Words Song • Finish the Picture • One Doesn't Rhyme • Initial Sound • Right Initial Sound • Barnyard Bash • Circus Clown Climbers • Where Is the Sound? 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 6, Pg. 66 Listening Activity: Initial Sounds • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/
<p>Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Barnyard Bash 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.		
<p>Demonstrate an interest in learning the alphabet. LDC-12e</p>	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters • Alphabet Review • Letter Checker • Find the Letter • Name That Letter • 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
<p>Show they know that letters function to represent sounds in spoken words. LDC-12f</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room • Choose a Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 8 Letters Make Words



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle <i>continued</i> .		
Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters • Alphabet Review • Letter Checker • Find the Letter • Name That Letter • Similarities and Differences in Letters • What's Your Name? 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, " A-a-apple."). LDC-12h	<ul style="list-style-type: none"> • Letter Sound Songs • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room • Choose a Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 5, Pg. 178 Green Eggs and Ham
Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	<ul style="list-style-type: none"> • Letter Sound Songs • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room • Choose a Sound • Where Is the Sound? • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)
FOUNDATIONS FOR WRITING		
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.		
Represent thoughts and ideas in drawings and by writing letters or letter- like forms. LDC-13f	Waterford Reading encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
Communicate their thoughts for an adult to write. LDC-13g		<ul style="list-style-type: none"> • Introduction, Pg. 25 Message Board • Unit 1, Pg. 149 I Am, I Can



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes <i>continued</i>.		
Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13h	Waterford Reading encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 242 Dramatic Play: Pet Store
Goal LDC-14: Children use knowledge of letters in their attempts to write.		
Use known letters and approximations of letters to write their own name and some familiar words. LC-14c	Waterford Reading encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • What’s Your Name? 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 27 Letter Tile Names • Unit 1 Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14d	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Letter Sound Screening • Sound Room 	<ul style="list-style-type: none"> • Introduction, pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions
Goal LDC-15: Children use writing skills and conventions.		
Use a variety of writing tools and materials with increasing precision. LC-15i	Waterford Reading encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j	Waterford Reading encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words • Unit 2, Pg. 181 Introducing Journals
Use some conventional letters in their writing. LC-15k	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Alphabet Review 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words • Unit 2, Pg. 181 Introducing Journals



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COGNITIVE DEVELOPMENT		
CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING		
Goal CD-1: Children use their senses to construct knowledge about the world around them.		
<p>Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1k</p>	<ul style="list-style-type: none"> • Song: Five Senses • Sight • Touch • Hearing • Smell • Taste • Heavy and Light • Big and Little • Tall and Short 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Introduction, Pg. 16 Sensory Table • Unit 3, Pg. 289 Rectangles and Squares • Unit 4, Pg. 89 Fish Moves • Unit 7, Pg. 141 Tool Workshop • Unit 7, Pg. 170 Exploring Weight
<p>Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l</p>	<p>Waterford Reading encourages everyone to have writing and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 5, Pg. 175 Ant Farm Extension • Unit 6, Pg. 18 Listening To My Body
<p>Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m</p>	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Story Time Activities • Dramatic Play Activities
<p>Organize and use information through matching, grouping, and sequencing. CD-1n</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Match • Sort • Sum Up, Five Ws • Sum Up, Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 4, Pg. 59 ABC Patterns • Unit 4, Pg. 108 What Makes an Amphibian?
Goal CD-2: Children recall information and use it for new situations and problems.		
<p>Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u</p>	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Step Into the Story 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities
<p>Describe past events in an organized way, including details or personal reactions. CD-2v</p>	<ul style="list-style-type: none"> • Sum Up, Five Ws • Sum Up, Remember Order 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 374 Journal Prompt: My Family



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-2: Children recall information and use it for new situations and problems <i>continued</i>.		
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	<ul style="list-style-type: none"> • Peek At the Story • Find an Answer 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 148 Ten Little Goldfish • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	<ul style="list-style-type: none"> • Build Knowledge • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 235 Rain Sticks
Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	<ul style="list-style-type: none"> • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 216 What Do Spiders Like? • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.		
Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3i	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3j	<ul style="list-style-type: none"> • 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. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 74 It’s Okay to Say No • Unit 5, Pg. 188 Insect Walking Sounds
Use language to describe their thinking processes with adult support. CD-3k	<ul style="list-style-type: none"> • Lost and Found • Squirrel’s Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 141 Language: Sentence Board Game
CREATIVE EXPRESSION		
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.		
Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4i	<ul style="list-style-type: none"> • Squirrel’s Sketches • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 7, Pg. 146 Artist’s Statement



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression <i>continued</i>.		
Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j	<ul style="list-style-type: none"> • Squirrel's Sketches • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Dramatic Play Activities • Music Activities • Visual Arts Activities
Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show."). CD-4k	<ul style="list-style-type: none"> • Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 256 Polly's Tea • Unit 3, Pg. 370 Shades of Paint
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.		
Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	<ul style="list-style-type: none"> • Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play 	<ul style="list-style-type: none"> • Dance and Movement Activities • Dramatic Play Activities • Music Activities • Visual Arts Activities
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Papa's Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	<ul style="list-style-type: none"> • Squirrel's Sketches 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	<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"> • Music Activities • Unit 1, Pg. 4 The Name Song
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	<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 3, Pg. 304 Farmer Mash • Unit 4, Pg. 27 Mammal Rhythm • Unit 6, Pg. 59 Rhythm Stick Sounds



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL CONNECTIONS		
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.		
Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	<ul style="list-style-type: none"> • My Family • Come Inside 	<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. 335 Tortillas, Tortillas: Family Dinner • Unit 3, Pg. 374 Journal Prompt: My Family
Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	<ul style="list-style-type: none"> • Book: Play Ball 	<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).		
Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	<ul style="list-style-type: none"> • Clubhouse • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friends • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.		
Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> • Books: Seeing Fingers; In the Rain 	<ul style="list-style-type: none"> • Introduction, Pg. 20 A Inclusive Classroom • Unit 6, Pg. 14 Picturing My Body
Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g		<ul style="list-style-type: none"> • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others <i>continued</i>.		
<p>Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h</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. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival
Goal CD-9: Children explore concepts connected with their daily experiences in their community.		
<p>Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f</p>	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Where In the World Would You Go Today? • Rainforests • Oceans • Deserts • Mountains 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
<p>Observe and talk about changes in themselves and their families over time. CD-9g</p>		<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
<p>Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like, A Book About Seasons • Summer • Spring • Fall • Winter • Clouds • Weather • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-9: Children explore concepts connected with their daily experiences in their community <i>continued</i>.		
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	<ul style="list-style-type: none"> • Songs: Food From Plants; Plants Are Growing; Water • Books: Follow the Apples; Mela’s Water Pot • Sun • Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 328 We All Have Jobs
Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	<ul style="list-style-type: none"> • Party Time • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 240 I’m Responsible
MATHEMATICAL THINKING AND EXPRESSION		
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.		
Rote count in order to 20 with increasing accuracy. CD-10n	<ul style="list-style-type: none"> • Number Songs • Counting Songs (See titles at end of document.) • Order Numbers • Number Instruction 	<ul style="list-style-type: none"> • Unit 4, Pg. 102 Read and Write 6 • Unit 5, Pg. 248 Read and Write 9 • Unit 7, Pg. 217 Introduce and Write Number 14
Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). CD-10o	<ul style="list-style-type: none"> • Match Numbers • Moving Target 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10p	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Make and Count Groups • Match Numbers • Number Recognition and Sense • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 180 Arrange and Count 7
Given a number 0-5, count out that many objects. CD-10q	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Make and Count Groups • Match Numbers • Number Recognition and Sense • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 5, Pg. 200 Counting in a Circle



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-10: Children show understanding of numbers and quantities during play and other activities <i>continued</i>.		
Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. CD-10r	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Match Numbers • Make and Count Groups • Number Recognition and Sense 	<ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 7, Pg. 147 Charting Weight
Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. C-10s	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 7, Pg. 157 Introduce and Write Number 12 • Unit 7, Pg. 247 How Many Are Hiding?
Write numerals or number-like forms during play and daily activities. CD-10t	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Number Recognition and Sense 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Read and Write Number Activities • Unit 2, Pg. 200 Read, Write, and Exercise 5
Match numerals 1-5 to sets of objects, with guidance and support. CD-10u	<ul style="list-style-type: none"> • Make and Count Groups • Match Numbers 	<ul style="list-style-type: none"> • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 226 Five Frame Match
Recognize some numerals and attempt to write them during play and daily activities. CD-10v	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Number Recognition and Sense 	<ul style="list-style-type: none"> • Read and Write Number Activities • Introduce and Count Number Activities
Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). CD-10w	<ul style="list-style-type: none"> • Song: Sequencing Events • First, Next, Last • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.		
Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11l	<ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight
Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m	<ul style="list-style-type: none"> • Length • Capacity • Weight 	<ul style="list-style-type: none"> • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 244 Weather Report
Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). CD-11n	<ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Size • Order Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little 	<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. 170 Exploring Weight
Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o	<ul style="list-style-type: none"> • Length • Order Size 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length
Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). CD-11p	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Button • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 18 Bone Exploration
Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q	<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



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.		
<p>Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k</p>	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Next, Last • First, Middle, Last 	<ul style="list-style-type: none"> • 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 and Letter Sound /k/ • Unit 5, Pg. 242 Long Lewie: Position Words and Letter Sound /l/
<p>Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). CD-12l</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Geoboard 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
<p>Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). CD-12m</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 360 Fancy Shapes • Unit 3, Pg. 377 Shape Hunt
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.		
<p>Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Problem Solving Strategies 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 121 Problem Solving: Fair Division



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment <i>continued</i> .		
<p>Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” During play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). CD-13f</p>	<ul style="list-style-type: none"> • One-to-one Correspondence • Match Numbers • Number Recognition and Sense • Make and Count Groups • Soup’s On! 	<ul style="list-style-type: none"> • Introduce and Write Number Activities • Introduce and Count Number Activities • Unit 2, Pg. 252 Find One More • Unit 7, Pg. 247 How Many Are Hiding?
<p>Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). CD-13g</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Problem Solving Strategies • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Unit 1, Pg. 119 Sorting Buttons • Unit 2, Pg. 218 Group Five Pets • Unit 3, Pg. 310 Make a Triangle • Unit 4, Pg. 38 AB Pattern Garden
<p>Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”). CD-13h</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Problem Solving Strategies • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 121 Problem Solving: Fair Division
SCIENTIFIC EXPLORATION AND KNOWLEDGE		
Goal CD-14: Children observe and describe characteristics of living things and the physical world.		
<p>Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Button • Sort • Size • Simple Shapes • Insects • Touch • Sight • Spiders 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 5, Pg. 170 Dramatic Play: Entomology Lab • Unit 5, Pg. 184 Insect Parts • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-14: Children observe and describe characteristics of living things and the physical world <i>continued</i>.		
Notice and react to the natural world and the outdoor environment. CD-14l	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Seasons • Book: That's What I Like, A Book About Seasons • Rainforests • Mountains • Oceans • Desert • Spring • Summer • Fall • Winter 	<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. 276 Run, Run! Shade or Sun • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 244 Weather Report
Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m	<ul style="list-style-type: none"> • Songs: Food From Plants; Plants Are Growing; Water • Books: Follow the Apples; Mela's Water Pot • Sun • Water 	<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?
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n		<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 4, Pg. 54 Help the Birds
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o	<ul style="list-style-type: none"> • Songs: Seasons; Sun Blues; The Moon; Precipitation • Book: That's What I Like, A Book About Seasons • Sun • Moon • Spring • Summer • Fall • Winter • Weather • Calendar/Graph Weather • Clouds 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p	<ul style="list-style-type: none"> • Materials 	<ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 7, Pg. 233 Precipitation



NORTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CD-14: Children observe and describe characteristics of living things and the physical world <i>continued</i>.		
Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 4, Pg. 54 Help the Birds
Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.		
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n	<ul style="list-style-type: none"> • Observe a Simple System 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 7, Pg. 142 Weight
Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o	<ul style="list-style-type: none"> • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 4, Pg. 54 Help the Birds
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p	<ul style="list-style-type: none"> • Song: Five Senses • Heavy and Light • Big and Little • Tall and Short • Size 	<ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight
Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q	<ul style="list-style-type: none"> • Science Tools 	<ul style="list-style-type: none"> • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different? • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 244 Weather Report
Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r	<ul style="list-style-type: none"> • Song: The Scientific Method • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 & 346 The Water Cycle: Part 1 & Part 2 • Unit 3, Pg. 365 Seed Investigation
Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s	<ul style="list-style-type: none"> • Create Your Own Environment • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 5, Pg. 175 Ant Farm Extension



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

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



FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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

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



PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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



ALBUMS

Beginning Math Songs: Volume 1

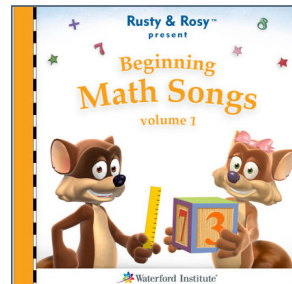
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

Nursery Songs and Rhymes

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

Beginning Reading Songs

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



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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

MY BACKPACK APP

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

