

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

99%

*Pennsylvania
Learning
Standards for
Early Childhood
2014*

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OVERVIEW



This document provides a detailed correlation of WATERFORD EARLY LEARNING *to* PENNSYLVANIA LEARNING STANDARDS FOR EARLY CHILDHOOD 2014.

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.](#)



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE AND LITERACY DEVELOPMENT		
ENGLISH LANGUAGE ARTS		
1.1 FOUNDATIONAL SKILLS		
A. Book Handling 1.1 PK.A Practice appropriate book handling skills.	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. Many lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> • Print Directionality • Print Concepts 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
B. Print Concepts 1.1 PK.B Identify basic features of print.	Waterford Reading provides a multitude of activities related to understanding organization and basic features of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
C. Phonological Awareness 1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Waterford Reading provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. <ul style="list-style-type: none"> • Get Started With Sounds • One, Two, Three Sounds • Sound Sense • Syllables • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? • Stick 'n' Spell • Barnyard Bash • Change One Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 1, Pg. 118 Sound Order • Unit 2, Pg. 178 Power I • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 5, Pg. 130 Listening Activity: Name Syllables



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.1 FOUNDATIONAL SKILLS <i>continued</i>		
<p>D. Phonics and Word Recognition 1.1 PK.D Develop beginning phonics and word skills.</p>	<ul style="list-style-type: none"> • Letters Make Words • Find the Picture • Blend Decodable Words • Find the Letter • Sound Room • Choose a Sound • Make a Scene • Decodable Books 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 3, Pg. 334 Compound Word Introduction: Blending Fire Words • Unit 3, Pg. 343 Wheels on the Bus: Compound Word Blend • Unit 4, Pg. 66 Listening Activity: Short and Long Words • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 42 Opposites and Letter Sound /o/ • Unit 6, Pg. 46 Listening Activity: Opposites Onset-Rime
<p>E. Fluency Emerging to... read emergent reader text with purpose and understanding.</p>	<ul style="list-style-type: none"> • Decodable Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
1.2 READING INFORMATIONAL TEXT		
<p>A. Key Ideas and Details—Main Idea 1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.</p>	<ul style="list-style-type: none"> • Look At Details • Describe Characters • Find an Answer • Sum Up, Five W's 	<ul style="list-style-type: none"> • Story Time Activities
<p>B. Key Ideas and Details—Text Analysis 1.2 PK.B Answer questions about a text.</p>	<ul style="list-style-type: none"> • Look At Details • Describe Characters • Find an Answer • Sum Up, Five W's 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 136 Find Someone Who Has...
<p>C. Key Ideas and Details 1.2 PK.C With prompting and support, make connections between information in a text and personal experience.</p>	<ul style="list-style-type: none"> • Connect to Me: Fawn Eyes; Moon Song; Legs; Ooey, Goey Mud 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 233 Mambo Moves • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/
<p>E. Craft and Structure—Text Structure 1.2 PK.E Identify the front cover, back cover, and title page of a book.</p>	<p>Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.2 READING INFORMATIONAL TEXT <i>continued</i>		
<p>F. Craft and Structure—Vocabulary 1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p>	<p>Waterford Reading provides many activities related to vocabulary acquisition and use. All Read With Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p>	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 44 Getting Acquainted • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 69 DP: Aquarium
<p>G. Integration of Knowledge and Ideas—Diverse Media 1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.</p>	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books
<p>I. Integration of Knowledge and Ideas—Analysis Across Texts 1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p>	<ul style="list-style-type: none"> • Read With Me Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities
<p>J. Vocabulary Acquisition and Use 1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p>	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Read With Me Books provide opportunities for students to be read to.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 221 Over, Under, Through • Unit 4, Pg. 69 DP: Aquarium • Unit 5, Pg. 141 Language: Sentence Board Game
<p>K. Vocabulary Acquisition and Use 1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</p>	<p>All Read With Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p>	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 44 Getting Acquainted
<p>L. Range of Reading 1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	<p>Waterford Early Learning online books provide a multitude of activities for reading with purpose and understanding.</p>	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 367 Animal Beat • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.3 READING LITERATURE		
<p>A. Key Ideas and Details—Theme 1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</p>	<ul style="list-style-type: none"> • Picture Clues • What Comes Next? • Describe Characters • Find an Answer • Sum Up, Five W's 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 359 DP: Zoo and Animal Sculpture
<p>B. Key Ideas and Details—Text Analysis 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</p>	<ul style="list-style-type: none"> • Find an Answer • Sum Up, Five W's 	<ul style="list-style-type: none"> • Story Time Activities • Unit 7, Pg. 150 What Doesn't Belong?
<p>C. Key Ideas and Details—Literary Elements 1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Sum Up, Five W's • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities
<p>D. Craft and Structure Point of View 1.3 PK.D With prompting and support, name the author and illustrator of a story.</p>	<p>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</p>	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books
<p>E. Craft and Structure—Text Structure 1.3 PK.E With prompting and support, recognize common types of text.</p>	<ul style="list-style-type: none"> • Real and Make-believe 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar and Morning Message • Unit 1, Pg. 36 Schedule • Introduction, Pg. 13 Reading Center • Story Time Activities
<p>F. Craft and Structure—Vocabulary 1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</p>	<p>All Read With Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Story Time Activities
<p>G. Integration of Knowledge and Ideas—Sources of Information 1.3 PK.G Describe pictures in books using detail.</p>	<ul style="list-style-type: none"> • Picture Clues • Look at Details 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.3 READING LITERATURE <i>continued</i>		
<p>H. Integration of Knowledge and Ideas—Text Analysis 1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Sum Up, Five W's 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
<p>I. Vocabulary Acquisition and Use—Strategies 1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</p>	All Read With Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
<p>J. Vocabulary Acquisition and Use 1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p>	All Read With Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration. <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination • Unit 2, Pg. 221 Over, Under, Through • Journal Activities
<p>K. Range of Reading 1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	Waterford Early Learning online books provide a multitude of activities for reading with purpose and understanding.	<ul style="list-style-type: none"> • Story Time Activities • Unit 2, Pg. 233 Mambo Moves • Unit 3, Pg. 367 Animal Beat
1.4 WRITING		
<p>A. Informative/Explanatory 1.4 PK.A Draw/dictate to compose informative/ explanatory texts examining a topic.</p>	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Journal Activities
<p>B. Informative/Explanatory—Focus 1.4 PK.B With prompting and support, draw/ dictate about one specific topic.</p>	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.4 WRITING <i>continued</i>		
<p>C. INFORMATIVE/EXPLANATORY-ORGANIZATION 1.4 PK.C With prompting and support, generate ideas to convey information.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
<p>D. Informative/Explanatory—Organization 1.4 PK.D With prompting and support, make logical connections between drawing and dictation.</p>	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues • Distinguish Letters 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
<p>F. Informative/Explanatory—Conventions of Language Emerging to... Spell simple words phonetically.</p>	<p>Waterford Reading provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.</p> <ul style="list-style-type: none"> • Letters Make Words • Letter Sounds • Sound Room • Name That Letter 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Journal Activities • Capital Letter Introduction Activities • Lowercase Letter Introduction Activities
<p>M. Narrative 1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</p>	<ul style="list-style-type: none"> • Real and Make-believe 	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introducing Journals • Journal Activities • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 My Family • Unit 6, Pg. 90 Thank You Notes for the Storytellers
<p>N. Narrative—Focus 1.4 PK.N Establish “who” and “what” the narrative will be about.</p>	<ul style="list-style-type: none"> • Sum Up, Five W’s 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
<p>O. Narrative—Content 1.4 PK.O With prompting and support, describe experiences and events.</p>	<ul style="list-style-type: none"> • Connect to Me: Fawn Eyes; Moon Song; Legs; Ooey, Goey Mud • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 My Family • Unit 4, Pg. 100 DP: Pond • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
<p>P. Narrative—Organization 1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.</p>	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • First, Next, and Last 	<ul style="list-style-type: none"> • Unit 3, Pg. 288 My Family • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.4 WRITING <i>continued</i>		
<p>R. Narrative—Conventions of Language Emerging to... Spell simple words phonetically.</p>	<p>Waterford Reading provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.</p> <ul style="list-style-type: none"> • Letters Make Words • Letter Sounds • Sound Room • Name That Letter 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Journal Activities • Unit 2, Pg. 242 DP: Pet Store
<p>T. Production and Distribution of Writing—Writing Process 1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p>	<ul style="list-style-type: none"> • Look at Details • Sentences 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
<p>V. Conduction Research 1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p>	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
<p>W. Credibility, Reliability, and Validity of Sources 1.4 PK.W With guidance and support, recall information from experiences or books.</p>	<ul style="list-style-type: none"> • Sum Up, Remember Order • Sum Up, Five W's • What Comes Next? • First, Next, and Last 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 6, Pg. 131 Good Friends Activity: I Pay Attention
<p>X. Range of Writing Emerging to... Write routinely over short time frames.</p>	<p>Waterford encourages everyone to have writing and art materials available for children's creations.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introducing Journals • Journal Activities • Unit 3, Pg. 331 Thank-you Notes • Unit 7, Pg. 173 End of Year Program Invitations



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.5 SPEAKING AND LISTENING		
<p>A. Comprehension and Collaboration—Collaborative Discussion 1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p>		<ul style="list-style-type: none"> Unit 2, Pg. 206 Good Friends, Good Listeners Dramatic Play Activities Unit 2, Pg. 254 Polly Put the Kettle On Unit 3, Pg. 286 Grandmas: Same and Different
<p>B. Comprehension and Collaboration—Critical Listening 1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> Look At Details Describe Characters Sum Up, Five W's 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 254 Polly Put the Kettle On
<p>C. Comprehension and Collaboration—Evaluation 1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.</p>	<p>Students continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly. Sometimes, the interactions include reading or speaking aloud. A Repeat button allows students to hear instructions again.</p>	<ul style="list-style-type: none"> Unit 1, Pg. 36 Jump Up and Down Transition Unit 1, Pg. 39 Cleanup and Center Review Unit 1, Pg. 96 Friendly Musical Chairs Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences Unit 4, Pg. 70 Introduce and Count Zero Unit 6, Pg. 85 Storytelling With Instruments Unit 7, Pg. 238 Surfing The Waves
<p>D. Presentation of Knowledge and Ideas—Purpose, Audience, and Task 1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p>	<ul style="list-style-type: none"> What is a Sentence? Song Sentences 	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 1, Pg. 134 Texture Sort Unit 1, Pg. 138 Crunchy and Soggy Snack Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 My Family Unit 5, Pg. 141 Language: Sentence Board Game
<p>E. Presentation of Knowledge and Ideas—Context 1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p>	<ul style="list-style-type: none"> What is a Sentence? Song Sentences 	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 1, Pg. 112 Elephant Invitations Unit 1, Pg. 144 Mixing Potions Unit 3, Pg. 288 My Family Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 6, Pg. 82 Imagine a Germ
<p>G. Conventions of Standard English 1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on prekindergarten level and content.</p>	<ul style="list-style-type: none"> Listen to and read along with natural language stories. Books: Mine; Jose Three; Ooey, Gooey Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball; My Super Sticky Sandwich 	<ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 246 Good Friends Activity: Library Field Trip Unit 6, Pg. 75 Grown-up Manners



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICAL THINKING AND EXPRESSION		
EXPLORING, PROCESSING, AND PROBLEM-SOLVING		
2.1 NUMBERS AND OPERATIONS		
<i>A. COUNTING AND CARDINALITY</i>		
<p>1. Cardinality 2.1 PK.A.1 Know number names and the count sequence.</p>	<ul style="list-style-type: none"> • Number Songs: Zero Is a Big Round Hole; 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 • Number 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 • Explain Numbers • Number Instruction • Number Recognition and Sense • Counting Songs • Number Counting • Order Numbers • Counting Puzzles • Match Numbers • Bug Fun • Moving Target • Shape Puzzle • Dot-to-Dot 	<ul style="list-style-type: none"> • Unit 1, Pg. 34 Counting and Attendance • Introduce and Count Number Activities • Read and Write Number Activities • Unit 1, Pg. 148 Ten Little Goldfish • Unit 2, Pg. 162 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 200 Read, Write, and Exercise 5 • Unit 3, Pg. 272 What Comes Next? • Unit 3, Pg. 280 Counting Backwards
<p>2. Counting 2.1 PK.A.2 Count to tell the number of objects.</p>	<ul style="list-style-type: none"> • Counting Songs • Count to 10 songs • Count On • Number Instruction • Number Recognition and Sense • Bug Fun • Number Counting • Make and Count Groups • One-to-One Correspondence • Dominoes • Moving Target 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 1, Pg. 148 Ten Little Goldfish • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 162 Popcorn Number Match • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 226 Five Frame Match • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>A. COUNTING AND CARDINALITY continued</i>		
3. Comparing 2.1 PK.A.3 Compare numbers.	<ul style="list-style-type: none"> • For the Birds book • More Than, Fewer Than • More Than • Fewer Than • Greater Than, Less Than 	<ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 29 Arrange and Count 9
MP. Mathematical Processes 2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	<ul style="list-style-type: none"> • Explain Numbers • Match Numbers • Bug Fun • For the Birds book • More Than, Fewer Than • More Than • Fewer Than • One-to-one Correspondence • Greater Than, Less Than • Number Recognition and Sense • Number Instruction • Picture Puzzle • Moving Target • Shape Puzzle 	<ul style="list-style-type: none"> • Unit 1, Pg. 60 Turn and Talk Matching • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 262 Make One More • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 29 Arrange and Count 9 • Unit 6, Pg. 71 Less Than
2.2 ALGEBRAIC CONCEPTS		
<i>A. OPERATIONS AND ALGEBRAIC THINKING</i>		
1. Operations and Algebraic Thinking 2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Act Out Addition • Act Out Subtraction • Add Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 262 Make One More • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
MP. Mathematical Processes 2.2 PK.MP Use mathematical processes when representing relationships.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Act Out Addition • Act Out Subtraction • Add Groups • Doubles: Addition; Subtraction • Kingdom of Counting • One-to-One Correspondence 	<ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 60 Read and Write 10 • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 121 Problem Solving: Fair Division



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.3 GEOMETRY		
<i>A. Geometry</i>		
<p>1. Identification 2.3 PK.A.1 Identify and describe shapes.</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 • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles & Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 368 Shapes Mural • Unit 3, Pg. 377 Shape Hunt • Unit 4, Pg. 8 Flat or Solid?
<p>2. Application 2.3 PK.A.2 Analyze, compare, create, and compose shapes.</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 • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Geoboard • Tangrams 	
<p>MP. Mathematical Processes 2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.</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 • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 351 Making Shapes • Unit 4, Pg. 18 Skeleton Hands • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 134 DP: Architect's Office



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.4 MEASUREMENT, DATA, AND PROBABILITY		
<i>A. MEASUREMENT AND DATA</i>		
<p>1. Measurement 2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Heavy and Light 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 340 Sort It Out • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight
<p>4. Data 2.4 PK.A.4 Classify objects and count the number of objects in each category.</p>	<ul style="list-style-type: none"> • Counting Songs • Count to 10 songs • Count On • Number Instruction • Bug Fun • Number Counting • Make and Count Groups • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 1, Pg. 119 Sorting Buttons • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 340 Sort It Out • Unit 5, Pg. 155 Vertebrate Sort and Review
<p>MP. Mathematical Processes 2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Calendar/Graph Weather • Length • Capacity 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 243 Central Park Board Game • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 24 What Makes a Mammal? • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENTIFIC THINKING AND TECHNOLOGY		
EXPLORING, SCIENTIFIC INQUIRY, AND DISCOVERY		
3.1 BIOLOGICAL SCIENCES		
<i>A. LIVING AND NON-LIVING ORGANISMS</i>		
1. Common Characteristics of Life 3.1 PK.A.1 Recognize the difference between living and non-living things.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things
2. Energy Flow 3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light).	<ul style="list-style-type: none"> • Songs: Sun Blues; Water; Food From Plants; Birds; Fish; Vertebrates; Plants Are Growing; Plant or Animal; Invertebrates • Books: Guess What I Am?; Creepy Crawlers • Sun • Water • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects 	<ul style="list-style-type: none"> • Unit 2, pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 2, Pg. 216 What Do Spiders Like? • Unit 3, Pg. 306 How Do Plants Drink?
3. Life Cycles 3.1 PK.A.3 Recognize that plants and animals grow and change.	<ul style="list-style-type: none"> • Song: Plants Are Growing • Mammals • Amphibians • Birds 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles
5. Form and Function 3.1 PK.A.5 Name basic parts of living things.	<ul style="list-style-type: none"> • Bug Bits • Plants 	<ul style="list-style-type: none"> • Unit 3, Pg. 316 Plant Parts • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 6 DP: Radiologist's Office • Unit 5, Pg. 184 Insect Parts • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things
9. Science as Inquiry 3.1 PK.A.9 Participate in simple investigations about living and/ or non-living things to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 365 Seed Investigation • Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>B. GENETICS</i>		
<p>1. Heredity 3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.</p>	<ul style="list-style-type: none"> • Tall and Short • Heavy and Light • Big and Little • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects 	<ul style="list-style-type: none"> • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 54 Help the Birds • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 100 DP: Pond • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? • Unit 5, Pg. 158 Be a Snake • Unit 5, Pg. 205 Build a Spider
<p>6. Science as Inquiry 3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p>	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System • Tall and Short • Heavy and Light • Big and Little • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Sight • Hearing • Touch • Smell 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 86 Fish Investigation • Unit 4, Pg. 108 What Makes an Amphibian • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 174 Invertebrates
<i>C. EVOLUTION</i>		
<p>3. Unifying Themes (Constancy and Change) 3.1 PK.C.3 Describe changes that occur in animals.</p>	<ul style="list-style-type: none"> • Seasons song • That's What I Like About Seasons book • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 4, Pg. 118 Raising Tadpoles



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>C. EVOLUTION continued</i>		
<p>4. Science as Inquiry 3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p>	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System • Tall and Short • Heavy and Light • Big and Little • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Sight • Hearing • Touch • Smell 	
3.2 PHYSICAL SCIENCES		
<i>A. CHEMISTRY</i>		
<p>1. Properties of Matter 3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture.</p>	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Matching • Size • Sort • Simple Shapes • Logic Game 	<ul style="list-style-type: none"> • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 18 Bone Exploration • Unit 7, Pg. 142 Weight • Unit 7, Pg. 170 Exploring Weight
<p>3. Matter and Energy 3.2 PK.A.3 Notice change in matter</p>	<ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • Matter • States of Water 	<ul style="list-style-type: none"> • Unit 1, Pg. 144 Mixing Potions • Unit 1, Pg. 152 Slime! • Unit 3, Pg. 342 & Pg. 346 The Water Cycle: Part 1 & 2
<p>5. Unifying Themes 3.2 PK.A.5 Recognize that everything is made of matter.</p>	<ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • Matter 	<ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>A. CHEMISTRY continued</i>		
<p>6. Science as Inquiry 3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.</p>	<ul style="list-style-type: none"> • Science Investigation • Song: Matter • Book: Pancakes Matter • Matter • States of Water 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 1, Pg. 138 Crunchy or Soggy Snack • Unit 1, Pg. 152 Slime! • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342 & Pg. 346 The Water Cycle: Part 1 & 2
<i>B. PHYSICS</i>		
<p>1. Force and Motion of Practices and Rigid Bodies 3.2 PK.B.1 Explore and describe the motion of toys and objects.</p>	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 19 Stack, Slide, Roll
<p>5. Nature of Waves (Sound and Light Energy) 3.2 PK.B.5 Create and describe variations of sound.</p>	<ul style="list-style-type: none"> • Common Sounds 	<ul style="list-style-type: none"> • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 6, Pg. 18 Listening To My Body
<p>6. Unifying Themes (Energy) 3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Sun Blues • Sun • Living or Nonliving • Plants 	<ul style="list-style-type: none"> • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink?
<p>7. Science of Inquiry 3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.</p>	<ul style="list-style-type: none"> • Science Investigation • Push and Pull • Magnets 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 4, Pg. 19 Stack, Slide, Roll
3.3 EARTH AND SPACE SCIENCES		
<i>A. EARTH STRUCTURE, PROCESSES, AND CYCLES</i>		
<p>1. Earth Features and the Processes that Change Them 3.3 PK.A.1 Sort different types of earth materials.</p>	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; All Sorts of Laundry; Same and Different • Book: Buttons, Buttons • Materials • Sort • Match 	<ul style="list-style-type: none"> • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 18 Bone Exploration



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>A. EARTH STRUCTURE, PROCESSES, AND CYCLES continued</i>		
4. Water 3.3 PK.A.4 Identify a variety of uses for water.	<ul style="list-style-type: none"> • Song: Water • Book: Mela’s Water Pot • Water 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 7, Pg. 233 Precipitation
5. Weather and Climate 3.3 PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.	<ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like, A Book About Seasons • Summer • Spring • Winter • Fall • Weather 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
7. Science of Inquiry 3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Plants Are Growing • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 342/346 The Water Cycle: Parts 1 & 2 • Unit 7, Pg. 244 Weather Report
<i>B. ORIGIN AND EVOLUTION OF THE UNIVERSE</i>		
1. Comparisons and Structure 3.3 PK.B.1 Identify objects that can be found in the day or night sky.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Precipitation • Book: Star Pictures • Sun • Moon • Constellations • Clouds 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites • Unit 7, Pg. 233 Precipitation
3. Science as Inquiry 3.3 PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Precipitation • Book: Star Pictures • Science Investigation • Sun • Moon • Constellations • Clouds 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ENVIRONMENT AND ECOLOGY		
4.1 ECOLOGY		
A. The Environment 4.1 PK.A Identify living and non-living things in the immediate and surrounding environment.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving • Plant or Animal 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 248 Plant or Animal
C. Energy Flow 4.1 PK.C Identify that plants need the sun to grow.	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Food From Plants • Sun • Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?
D. Biodiversity 4.1 PK.D Identify basic needs of living things.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving • Plant or Animal • Sun • Water • Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 4, Pg. 118 Raising Tadpoles
E. Succession 4.1 PK.E Identify the change of seasons in the environment.	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Summer • Spring • Winter • Fall • Weather 	<ul style="list-style-type: none"> • Unit 7, Pg. 244 Weather Report
4.2 WATERSHEDS AND WETLANDS		
A. Watersheds 4.2 PK.A Identify various types of moving water in Pennsylvania.	<ul style="list-style-type: none"> • Song: Water • Water Sources 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From?
B. Wetlands 4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.	<ul style="list-style-type: none"> • Wetlands and Ecosystems Review 	



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4.2 WATERSHEDS AND WETLANDS <i>continued</i>		
<p>C. Aquatic Ecosystem 4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat.</p>	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Oceans • Rainforests • Mountains • Deserts • Ecosystems 	
4.3 NATURAL RESOURCES		
<p>A. Use of Natural Resources 4.3 PK.A Identify how the environment provides for the needs of people in their daily lives.</p>	<ul style="list-style-type: none"> • Sun • Water • Food From Plants 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 3, Pg. 373 Farm to Table
<p>A. Availability of Natural Resources 4.3 PK.B Identify natural resources available to people in their daily lives.</p>	<ul style="list-style-type: none"> • Book: Follow the Apples! • Food From Plants • Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 256 Polly’s Tea • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 3, Pg. 373 Farm to Table
4.4 AGRICULTURE AND SOCIETY		
<p>A. Food and Fiber Systems 4.4 PK.A Identify what plants and animals need to grow.</p>	<ul style="list-style-type: none"> • Songs: Food From Plants; Plant or Animal; Plants Are Growing • Book: Follow the Apples! • Food From Plants • Sun • Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?
<p>C. Applying Sciences to Agriculture 4.4 PK.C Recognize that plants and animals grow and change.</p>	<ul style="list-style-type: none"> • Song: Plants Are Growing • Mammals • Amphibians • Birds • Fish • Amphibians • Insects • Snakes • Spiders 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 118 Raising Tadpoles
<p>D. Technology Influences on Agriculture 4.4 PK.D Identify basic tools used in gardening at home and at school.</p>	<ul style="list-style-type: none"> • Books: Anansi and the Seven Yam Hills; The Brothers; The Little Red Hen 	



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4.5 HUMANS AND THE ENVIRONMENT		
A. Sustainability 4.5 PK.A Identify what people need to survive.	<ul style="list-style-type: none"> • Sun • Water • Food From Plants 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 349 Where Does Our Water Come From?
B. Integrated Pest Management 4.5 PK.B Identify things in the natural environment that can be harmful to people, pets, and other living things.	<ul style="list-style-type: none"> • Song: Sun Blues 	<ul style="list-style-type: none"> • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
C. Pollution 4.5 PK.C Identify ways people pollute the environment.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling 	
D. Waste Management 4.5 PK.D Describe how everyday human activities generate waste.	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling 	
15.4 COMPUTER AND INFORMATION TECHNOLOGY		
A. Influence of Emerging Technologies 15.4 PK.A Identify various technologies used in the classroom and at home.	Waterford Early Learning exposes students to technology daily. Computer, mouse, keyboard, and iPad, are used often.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 SmartStart Orientation • Unit 7, Pg. 244 Weather Report
B. Digital Citizenship 15.4 PK.B Demonstrate responsible use of technology and equipment.	Waterford recognizes the need to limit screen time. Preschool children are engaged during 15 minute sessions.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 SmartStart Orientation • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 244 Weather Report
C. Hardware 15.4. PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	Waterford Early Learning exposes students to various peripheral devices they identify, such as computer, monitor, headphones, or iPad for output and keyboard, mouse, iPad, touch screen, and microphones for input.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
D. Input Technologies 15.4 PK.D Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).	Students use input technologies such as mouse, keyboard, touchscreen, or microphone, to interact with Waterford Early Learning.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 SmartStart Orientation
G. Software/Applications 15.4 PK.G With help and support, select and use various software/ applications for an intended purpose.	Students select the Waterford Icon to begin their session.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 SmartStart Orientation • Unit 7, Pg. 216 Digital Program



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
15.4 COMPUTER AND INFORMATION TECHNOLOGY <i>continued</i>		
K. Digital Media 15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	Waterford Early Learning provides many examples of text, graphics, audio, animation, and video throughout the sequence.	
L. Technology Research 15.4 PK.L With help and support, use web browser to locate content-specific websites.		<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds
M. EMERGING TECHNOLOGIES IN CAREERS		
M. Emerging Technologies in Careers 15.4 PK.M With help and support, identify various technologies used in the workplace.		<ul style="list-style-type: none"> • Dramatic Play Activities
APPROACHES TO LEARNING THROUGH PLAY		
CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE		
AL.1 CONSTRUCTING AND GATHERING KNOWLEDGE		
A. Curiosity and Initiative AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Science Investigation • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
B. Risk Taking AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver 	<ul style="list-style-type: none"> • Unit 1, Pg. 80 Pairs • Unit 1, Pg. 134 Texture Sort • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 203 Spring Gallop! • Unit 7, Pg. 212 It's Different, But It's Good!



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
AL.1 CONSTRUCTING AND GATHERING KNOWLEDGE <i>continued</i>		
<p>C. Stages of Play AL.1 PK.C Engage in complex play sequences with two or more children.</p>	<ul style="list-style-type: none"> • Pretend Play • Clubhouse 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 88 Let’s Play • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
AL.2 ORGANIZING AND UNDERSTANDING INFORMATION		
<p>A. Engagement and Attention AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.</p>	<p>While interacting with Waterford Early Learning, children listen to and follow multi-step directions. Waterford helps children build persistence by allowing them to click on the “Listen Again” button to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
<p>B. Task Analysis AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 28 SmartStart Orientation • Unit 7, Pg. 238 Surfing The Waves
<p>C. Persistence AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p>	<p>Waterford Early Learning provides support throughout each activity. The support can range from repeating instructions to offering encouragement and various hints to a step-by-step follow me.</p>	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 4, Pg. 112 I Can Book
<p>D. Patterning AL.2 PK.D Recognize and extend simple patterns.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns 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
<p>E. Memory AL.2 PK.E Retain and recall information presented over a short period of time.</p>	<ul style="list-style-type: none"> • Memorization • Sum Up, Remember Order 	<ul style="list-style-type: none"> • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
AL.3 APPLYING KNOWLEDGE		
A. Engagement and Attention AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Baby’s Ballet • Squirrel’s Sketches • Mama’s Melody • Papa’s Play 	<ul style="list-style-type: none"> • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Dramatic Play Activities • Visual Art Activities • Music Activities
B. Invention AL.3 PK.B Produce and explain the purpose for a new creation.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> • Unit 5, Pg. 219 Spider Webs • Dramatic Play Activities
C. Representation AL.3 PK.C Use materials and objects to represent new concepts.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 198 Program Decorations
AL.4 LEARNING THROUGH EXPERIENCE		
A. Making Connections AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	<ul style="list-style-type: none"> • Connect to Me: Legs; Fawn Eyes; Ooey, Gooley Mud 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 216 Digital Program
B. Resiliency AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.		<ul style="list-style-type: none"> • Unit 1, Pg 132 Erasing Mistakes
C. Problem Solving AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Musical Mayhem • Marmot Basket 	<ul style="list-style-type: none"> • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 2, Pg. 216 DP: Laundromat • Unit 4, Pg. 13 We’re All Happy • Unit 5, Pg. 134 DP: Dinosaur Dig • Unit 6, Pg. 107 How to Solve a Problem



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL STUDIES THINKING		
CONNECTING TO COMMUNITIES		
CIVICS AND GOVERNMENT		
<i>5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT</i>		
A. Rule of Law 5.1 PK.A State rules and their consequences.		<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip
F. Symbols 5.1 PK.F Identify basic American symbols. (e.g., American flag)	<ul style="list-style-type: none"> Songs: Inchworm (USA); Egg on a Queen (USA— Southern style); 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); An Ox Kissing a Fox (USA) 	<ul style="list-style-type: none"> Unit 6, Pg. 48 Flag On The Moon
<i>5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP</i>		
A. Civic Rights and Responsibilities 5.2 PK.A Identify self-membership of a group such as the class or family.	<ul style="list-style-type: none"> My Family Clubhouse 	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 270 DP: Grandma’s House Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
B. Conflict Resolution 5.2 PK.B Identify a problem and discuss possible solutions with adult assistance. *See also 16.2 PK.D	<ul style="list-style-type: none"> Musical Mayhem 	<ul style="list-style-type: none"> Unit 1, Pg. 15 Good Friends: Me and My Bear Unit 5, Pg. 226 Good Friends Activity: Im a Good Friend Unit 6, Pg. 107 How to Solve a Problem
C. Leadership and Public Service Emerging to...Identify classroom projects/activities that support leadership and service.	<ul style="list-style-type: none"> Song: Pollution Rap Pollution and Recycling 	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 2, Pg. 203 Three Little Kittens: Rhyme Discriminations
<i>5.3 HOW GOVERNMENT WORKS</i>		
C. Government Services 5.3 PK.C Identify community workers through their uniforms and equipment.	<ul style="list-style-type: none"> Books: Play Ball; Follow the Apples! 	<ul style="list-style-type: none"> Unit 1, Pg. 133 Farmer in the Dell: Word Mixup Unit 3, Pg. 328 We All Have Jobs Unit 3, Pg. 330 DP: Fire Station Unit 3, Pg. 332 Circle Party Unit 5, Pg. 246 Good Friends Activity: Library Field Trip



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>5.3 HOW GOVERNMENT WORKS continued</i>		
F. Conflict and the Court System 5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.	Waterford’s Executive Function videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative to help develop skills needed to be responsible classroom citizens.	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 240 I’m Responsible • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 6, Pg. 48 Flag On The Moon
Economics		
<i>6.1 SCARCITY AND CHOICE</i>		
A. Scarcity and Choice Emerging to ... Identify how scarcity influences choice.		
B. Limited Resources Emerging to ... Identify family wants and needs	<ul style="list-style-type: none"> • Songs: Food From Plants; Water • Food From Plants • Book: Mela’s Water Pot • Sun 	
D. Incentive and Choice 6.1 PK.D Identify a choice based on individual interest.		<ul style="list-style-type: none"> • Center Activities • Unit 6, Pg. 48 Flag On The Moon • Unit 7, Pg. 165 I Choose Carefully
<i>6.2 MARKETS AND ECONOMIC SYSTEMS</i>		
C. Advertising and Media Emerging to ... Identify advertisements that encourage us to buy things.		<ul style="list-style-type: none"> • Unit 2, Pg. 242 DP: Pet Store
D. Price Determination 6.2 PK.D Explain how money is used.	<ul style="list-style-type: none"> • Song: Save Your Pennies 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 DP: Restaurant • Unit 3, Pg. 298 DP: Farm • Unit 3, Pg. 328 We All Have Jobs
<i>6.3 FUNCTIONS OF GOVERNMENT</i>		
D. Government’s Role in International Trade 6.3 PK.D Identify products produced locally.		<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 298 DP: Farm • Unit 3, Pg. 373 Farm to Table



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>6.5 INCOME, PROFIT, AND WEALTH</i>		
A. Factors Influencing Wages 6.5 PK.A Differentiate between work and play.		<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 3, Pg. 328 We All Have Jobs
C. Types of Business 6.5 PK.C Identify local businesses.		<ul style="list-style-type: none"> • Unit 2, Pg. 160 DP: Restaurant • Unit 2, Pg. 216 DP: Laundromat • Unit 2, Pg. 242 DP: Pet Store
Geography		
<i>7.1 BASIC GEOGRAPHIC LITERACY</i>		
A. Geographic Tools 7.1 PK.A Explain how a map is a representation of places.	Review Letters songs are introduced with a map showing where the country is located and its flag. <ul style="list-style-type: none"> • Sing Around the World song 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
B. Location of Places and Regions Emerging to ... Describe the location of places in the home, school, and community to gain an understanding of relative location.		<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
<i>7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS</i>		
A. Physical Characteristics		
A. Physical Characteristics 7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.		<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play • Unit 5, Pg. 230 DP: Library • Unit 6, Pg. 69 DP: Post Office
HISTORY		
<i>8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT</i>		
A. Continuity and Change Over Time 8.1 PK.A Identify a sequence of events through a day.		<ul style="list-style-type: none"> • Unit 1, Pg. 55 Schedule • Unit 1, Pg. 35 Calendar
C. Research 8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.		<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Introduction, Pg. 13 Reading Center



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE THINKING AND EXPRESSION		
COMMUNICATING THROUGH THE ARTS		
9.1.M PRODUCTION AND PERFORMANCE—MUSIC AND MOVEMENT		
A. Elements and Principles 9.1.M PK.A Know and use basic elements and principles of music and movement.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Baby’s Ballet 	<ul style="list-style-type: none"> Unit 1, Pg. 98 DP: Music Shop Unit 1, Pg. 117 Jar Symphony Unit 2, Pg. 175 Dancing With Props Unit 3, Pg. 283 High and Low Unit 3, Pg. 372 Where Is Thumbkin: Find the Marble
B. Demonstration 9.1.M PK.B Respond to different types of music and dance through participation and discussion.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Baby’s Ballet 	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 233 Mambo Moves Unit 3, Pg. 367 Animal Beat Unit 4, Pg. 117 Giraffes Can Dance!
E. Representation 9.1.M PK.E Use imagination and creativity to express self through music and dance.	<ul style="list-style-type: none"> Baby’s Ballet Mama’s Melody 	<ul style="list-style-type: none"> Unit 1, Pg. 98 DP: Music Shop Unit 1, Pg. 103 Instrument Chairs Unit 2, Pg. 175 Dancing With Props Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation Unit 4, Pg. 117 Giraffes Can Dance!
J. Technologies 9.1 M.PK.J Use a variety of technologies for producing or performing works of art.	Waterford encourages everyone to keep writing and art materials available for children’s creations.	<ul style="list-style-type: none"> Unit 7, Pg. 216 Digital Program Dramatic Play Activities
9.1.D PRODUCTION AND PERFORMANCE—DRAMATIC AND PERFORMANCE PLAY		
B. Demonstration 9.1.D PK.B Recreate a dramatic play experience for an audience.	<ul style="list-style-type: none"> Papa’s Play Pretend Play 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 7, Pg. 216 Digital Program
E. Representation 9.1.D PK.E Use imagination and creativity to express self through dramatic play.	<ul style="list-style-type: none"> Papa’s Play Pretend Play 	<ul style="list-style-type: none"> Dramatic Play Activities



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
9.1.V PRODUCTION AND PERFORMANCE—VISUAL ARTS		
A. Elements and Principles 9.1.V PK.A Know and use basic elements of visual arts.	<ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 2, Pg. 247 Clay Portraits • Unit 2, Pg. 256 Polly’s Tea • Unit 3, Pg. 309 Leaf Rubbings
B. Demonstration 9.1.V PK.B Combine a variety of materials to create a work of art.	<ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice 	<ul style="list-style-type: none"> • Unit 2, Pg. 190 DP: Junkyard • Unit 2, Pg. 247 Clay Portraits • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 263 Fire Painting • Unit 3, Pg. 374 Seed Mosaics
E. Representation 9.1.V PK.E Use imagination and creativity to express self through visual arts.	<ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Visual Arts Activities
J. Technologies 9.1.V PK.J Use a variety of technologies for producing works of art.	<ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice 	<ul style="list-style-type: none"> • Unit 1, Pg.38 Illustration Investigation • Unit 3, Pg. 309 Leaf Rubbings • Unit 7, Pg. 216 Digital Program
9.2 HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS		
D. Perspective 9.2 PK.D Explain that instruments or art forms represent cultural perspectives.	<ul style="list-style-type: none"> • Song: Wake Up • Book: Tortillas, Tortillas • Sing Around the World 	<ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
9.3 CRITICAL RESPONSE TO WORKS IN THE ARTS		
F. Identification 9.3 PK.F Recognize and name a variety of art forms.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Visual Arts Activities • Dramatic Play Activities • Music Activities
G. Critical Response 9.3 PK.G Formulate and share an opinion about others’ art products.		<ul style="list-style-type: none"> • Visual Arts Activities • Dramatic Play Activities • Music Activities • Unit 7, Pg. 154 Gallery Talk



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
9.4 AESTHETIC RESPONSE TO WORKS IN THE ARTS		
<p>B. Emotional Response 9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.</p>		<ul style="list-style-type: none"> • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 6, Pg. 85 Storytelling With Instruments • Unit 6, Pg. 89 Storytelling Festival • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk • Unit 7, Pg. 225 Good Friends Activity: I Am Ready For Kindergarten
HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT		
LEARNING ABOUT MY BODY		
10.1 Concepts of Health		
<p>B. Interaction of Body Systems 10.1 PK.B Identify and locate body parts.</p>	<ul style="list-style-type: none"> • Books: Legs; Fawn Eyes • Song: Head, Shoulders, Knees, and Toes • Parts of the Face • Body Parts 	<ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 45 My Brain Is Always Growing
<p>C. Nutrition 10.1 PK.C Identify foods that keep our body healthy.</p>	<ul style="list-style-type: none"> • Song: Health • Healthy Foods 	<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!
<p>D. Alcohol, Tobacco, and Chemical Substances 10.1 PK.D Identify and discuss the purposes of medicine.</p>		
<p>E. Health Problems and Disease Prevention 10.1 PK.E Identify and discuss common health problems.</p>	<ul style="list-style-type: none"> • Book: The Germs • The Germs • Avoid Germs and Prevent Illness • Science Investigation 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 7, Pg. 174 Taking Care of My Teeth



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
10.2 Healthful Living		
<p>A Health Practices, Products, and Services 10.2 PK.A Identify fundamental practices for good health.</p>	<ul style="list-style-type: none"> • Book: The Germs • The Germs • Avoid Germs and Prevent Illness • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 16 Quiet Time • Unit 6, Pg. 7 DP: Gym • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile • Unit 7, Pg. 174 Takiing Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot To Brush Their Teeth!
<p>E. Health and the Environment 10.2 PK.E Identify environmental factors that affect health.</p>	<ul style="list-style-type: none"> • Book: The Germs • The Germs • Avoid Germs and Prevent Illness • Science Investigation • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 7, Pg. 243 What Should I Wear?
10.3 SAFETY AND INJURY PREVENTION		
<p>A. Safe and Unsafe Practices 10.3 PK.A Recognize safe and unsafe practices.</p>	<ul style="list-style-type: none"> • Song: Sun Blues • Lightning Safety 	<ul style="list-style-type: none"> • Unit 1, Pg. 127 DP: Construction Site • Unit 2, Pg. 165 Safe Smelling • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 375 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 231 Water Safety
<p>B. Emergency Responses 10.3 PK.B Recognize emergency situations and discuss appropriate responses.</p>		<ul style="list-style-type: none"> • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 3, Pg. 375 Trusted Adults • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
10.4 PHYSICAL ACTIVITY—GROSS MOTOR COORDINATION		
A. Control and Coordination 10.4 PK.A Demonstrate coordination of body movements in active play.	<ul style="list-style-type: none"> Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> Unit 1, Pg. 143 DM: Builders and Bulldozers Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 199 DP: Circus School Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 118 Come Rest Awhile Unit 6, Pg. 122 Obstacle Course
B. Balance and Strength 10.4 PK.B Exhibit balance while moving on the ground or using equipment.		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 199 DP: Circus School Unit 6, Pg. 7 DP: Gym Unit 7, Pg. 238 Surfing The Waves
10.5 CONCEPTS, PRINCIPLES, AND STRATEGIES OF MOVEMENT—FINE MOTOR DEVELOPMENT		
A. Strength, Coordination, and Muscle Control 10.5 PK.A Use hands, fingers, and wrists to manipulate objects.	The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 43 Capital Letter Scrapbook
B. Eye/Hand Coordination 10.5 PK.B Coordinate eye and hand movements to perform a task.	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> Unit 2, Pg. 254 Polly Put the Kettle On Unit 4, Pg. 18 Skeleton Hands Unit 5, Pg. 219 Spider Webs
C. Use of Tools 10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	Waterford encourages everyone to keep writing and art materials available for children's creations.	<ul style="list-style-type: none"> Unit 3, Pg. 114 Cutting Shapes Unit 7, Pg. 141 Tool Workshop



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL AND EMOTIONAL DEVELOPMENT		
STUDENT INTERPERSONAL SKILLS		
16.1 SELF-AWARENESS AND SELF-MANAGEMENT		
<p>A. Manages Emotions and Behaviors 16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.</p>	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 57 Self-Control Instruments • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
<p>B. Influences of Personal Traits on Life 16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 176 Smell Survey • Unit 4, Pg. 74 It's Okay to Say No • Unit 4, Pg. 112 I Can Book • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
<p>C. Resiliency 16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes
<p>D. Goal-setting 16.1 PK.D Establish goals independently and recognize their influence on choices.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 4, Pg. 74 It's Okay to Say No • Unit 6, Pg. 58 Journal Prompt: My Great Idea • Unit 7, Pg. 184 Consequence Game



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
16.2 Establishing and Maintaining Relationships		
<p>A. Relationships—Trust and Attachment 16.2 PK.A Interact with peers and adults in a socially acceptable manner.</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Where’s Papa? 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 88 Let’s Play • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 145 What’s in the Bag? • Unit 2, Pg. 188 Full Buckets • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 106 How to Meet New People
<p>B. Diversity 16.2 PK.B Identify similarities and differences between self and others.</p>	<ul style="list-style-type: none"> • Song: Same and Different • Book: Mine • My Family • Come Inside • My Name is Squirrel 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 4, Pg. 112 I Can Book • Unit 6, Pg. 14 Picturing My Body • Unit 7, Pg. 246 I Know
<p>C. Communication 16.2 PK.C Engage in reciprocal communication with adults and peers.</p>	<ul style="list-style-type: none"> • Musical Mayhem • Lost and Found • Find Me! • Soup’s On! • Do I Have To? • Clubhouse • Marmot Basket 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 My Family • Dramatic Play Activities • Unit 4, Pg. 106 How to Meet New People • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 45 My Brain Is Always Growing
<p>D. Managing Interpersonal Conflicts 16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B</p>	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! 	<ul style="list-style-type: none"> • Unit 4, Pg. 13 We’re All Happy • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 52 What Would Pete the Cat Do? • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 134 DP: Dinosaur Dig • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend



PENNSYLVANIA STANDARD	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
16.2 Establishing and Maintaining Relationships <i>continued</i>		
<p>E. Support—Asking for Help 16.2 PK.E Ask for and accept offers of help when needed or appropriate.</p>	<ul style="list-style-type: none"> • Marmot Basket • 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 • Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body
16.3 DECISION-MAKING AND RESPONSIBLE BEHAVIOR		
<p>A. Decision-making Skills 16.3 PK.A Interpret the consequences of choices.</p>	<ul style="list-style-type: none"> • Do I Have To? 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 6, Pg. 58 Journal Prompt: My Great Idea • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 186 Journal Prompt: My Good Choice
<p>B. Understanding Social Norms (Social Identity) 16.3 PK.B Recognize there are socially acceptable ways to behave in different places.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 39 Quiet Time • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 4, Pg. 80 Waiting Game • Unit 5, Pg. 214 Set the Table, Please • Unit 5, Pg. 230 DP: Library
<p>C. Responsible Active Engagement—Empathy 16.3 PK.C Actively engage in assisting others when appropriate.</p>	<ul style="list-style-type: none"> • Marmot Basket • Boo Hoo Baby • Musical Mayhem • Soup’s On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 107 How to Solve a Problem



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

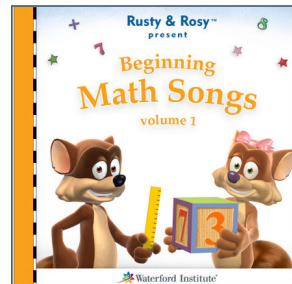
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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

