

CURRICULUM *Correlation*

*Waterford Early
Learning:
SmartStart*

100%

*Virginia's
Foundation
Blocks for Early
Learning 2013*

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OVERVIEW



This document provides a detailed correlation of **WATERFORD EARLY LEARNING: SMARTSTART** *to* **VIRGINIA'S FOUNDATION BLOCKS FOR EARLY LEARNING 2013.**

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

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

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



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

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

EVIDENCE-BASED CURRICULUM

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

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

STUDENT-CENTERED LEARNING

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

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

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

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

TEACHER RESOURCES

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

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

CORRELATION DESCRIPTION

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

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

CONTINUAL DEVELOPMENT

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



SUPPORT

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



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
VIRGINIA STANDARDS FOR LITERACY		
VIRGINIA LITERACY FOUNDATION BLOCK 1		
Oral Language: The child will develop listening and speaking skills by communicating experiences and ideas orally.		
a) Listen with increasing attention to spoken language, conversations, and texts read aloud.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Marmot Basket • Clubhouse • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, pg. 17 Listening Song • Unit 1, pg. 32 Train My Brain: Determination • Unit 2, pg. 206 Good Friends, Good Listeners
b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, pg. 13 Reading Center
c) Make predictions about what might happen in a story.	<ul style="list-style-type: none"> • Peek at the Story • Build Knowledge 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, pg. 148 Ten Little Goldfish • Unit 7, pg. 194 Good Friends Activity: I Tell the Truth
d) Use complete sentences to ask and answer questions about experiences or about what has been read.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 2, pg. 164 The Hungry Thing Rhyme Play • Unit 2, pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 5, pg. 141 Language: Sentence Board Game
e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.	Waterford Early Learning activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> • Unit 1, pg. 44 Getting Acquainted • Unit 2, pg. 176 Smell Survey • Unit 4, pg. 69 Dramatic Play: Aquarium • 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

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



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Oral Language: The child will develop listening and speaking skills by communicating experiences and ideas orally <i>continued</i>.		
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.	Question and response discussions within Waterford's Social Emotional videos provide examples for students to ask and answer questions and to continue conversations. The characters demonstrate initiating and ending discussions appropriately.	<ul style="list-style-type: none"> • Unit 1, pg. 6 Listening Rug Rules • Unit 1, pg. 22 Name Song • Unit 1, pg. 60 Turn and Talk Matching • Unit 6, pg. 75 Grown-up Manners
g) Listen attentively to stories in a whole class setting.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, pg. 31 Bunny Cakes • Unit 1, pg. 32 Train My Brain: Determination
h) Follow simple one- and two-step oral directions.	<ul style="list-style-type: none"> • Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following multi-step directions. 	<ul style="list-style-type: none"> • Unit 1, pg. 4 Arrival and Toy Time • Unit 3, pg. 274 This Little Piggy: Stand Up Sentences • Unit 4, pg. 70 Introduce and Count Zero
VIRGINIA LITERACY FOUNDATION BLOCK 2		
Vocabulary: The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.		
a) Use size, shape, color, and spatial words to describe people, places, and things.	<ul style="list-style-type: none"> • Songs: Same and Different; Get Over the Bugs; Monster Trucks; Savanna Size; Shapes, Shapes, Shapes • Books: Up in the Air; Kites • Position • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last • Big and Little • Tall and Short • Heavy and Light • Red, Yellow, Blue 	<ul style="list-style-type: none"> • Unit 2, pg. 221 Over, Under, Through • Unit 2, pg. 260 Bears Above, Below, Next To, On • Unit 3, pg. 289 Rectangles and Squares • Unit 7, pg. 147 Charting Weight
b) Listen with increasing understanding to conversations and directions.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, pg. 6 Listening Rug Rules • Unit 1, pg. 11 Cleanup and Center Review • Unit 1, pg. 11 Hand Washing and Snack • Unit 1, pg. 19 Birthday Cupcakes • Unit 1, pg. 36 Schedule



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Vocabulary: The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary <i>continued</i>.		
c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.	Online books in Waterford Early Learning include bolded vocabulary words. Students learn to click these words in a tutorial to hear a slowed pronunciation and see a pop-up with the definition and an illustration.	<ul style="list-style-type: none"> • Unit 1, pg. 6 Learning • Unit 1, pg. 149 I Am, I Can • 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. 36 Good Friends Activity: My Brain Has Lots of Ideas
d) Participate in a wide variety of active sensory experiences to build vocabulary.	Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase.	<ul style="list-style-type: none"> • Unit 1, pg. 44 Getting Acquainted • Unit 1, pg. 83 Pat-a-cake: Dough Time • Unit 2, pg. 247 Clay Portraits • Unit 6, pg. 102 Dramatic Play: Sailing Ships • Unit 7, pg., 151 How to Wash My Bear
VIRGINIA LITERACY FOUNDATION BLOCK 3		
Phonological Awareness: The child will manipulate the various units of speech sounds in words.		
a) Identify words that rhyme and generate simple rhymes.	<ul style="list-style-type: none"> • Song: Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, pg. 51 Fancy Rhyming • Unit 1, pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, pg. 50 Vertebrate Compound Words
b) Identify words within spoken sentences.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Unit 1, pg. 23 Morning Message • Unit 1, pg. 82 Letters Make Words • Unit 4, pg. 66 Listening Activity: Two Friends
c) Begin to produce consonant letter sounds in isolation.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness: The child will manipulate the various units of speech sounds in words <i>continued</i>.		
d) Successfully detect beginning sounds in words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 4, pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 6, pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, pg. 56 Listening Activity: Initial Sounds • Unit 6, pg. 66 Listening Activity: Friend Initial Sounds • Unit 6, pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/
e) Begin to isolate or produce syllables within multi-syllable words.	<ul style="list-style-type: none"> • Syllables • Syllable Safari 	<ul style="list-style-type: none"> • Unit 5, pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, pg. 144 Listening Activity: Elephant Syllables • Unit 5, pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 5, pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/
VIRGINIA LITERACY FOUNDATION BLOCK 4		
Letter Knowledge and Early Word Recognition: The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words.		
a) Identify and name uppercase and lowercase letters in random order.	<ul style="list-style-type: none"> • Letter Pictures • Distinguish Letters (Alphabet Introduction) • ABC Songs • Name That Letter • Hidden Pictures • Fast Letter Fun 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, pg. 12 Alphabet Instruction • Unit 1, pg. 26 Singing the Alphabet
b) Identify the letter that represents a spoken sound.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
c) Provide the most common sound for the majority of letters.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Letter Knowledge and Early Word Recognition: The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words <i>continued</i>.		
d) Begin to match uppercase and lowercase letters.	<ul style="list-style-type: none"> • Letter Pictures • Distinguish Letters (Alphabet Introduction) • ABC Songs • Name That Letter • Hidden Pictures • Fast Letter Fun 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, pg. 46 Lowercase Letters
e) Read simple/familiar high-frequency words, including child's name.	<ul style="list-style-type: none"> • Power Words • What's Your Name? 	<ul style="list-style-type: none"> • Unit 1, pg. 27 Letter Tile Names • Unit 1, pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 2, pg. 178 Power I
f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.	<ul style="list-style-type: none"> • Letter Picture Writing • Letter Pictures • Print Concepts • Letters Make Words • Distinguish Letters (Alphabet Introduction) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities • Unit 3, pg. 282 Quack Ball • Unit 4, pg. 46 Lowercase Letters
VIRGINIA LITERACY FOUNDATION BLOCK 5		
Print and Book Awareness: The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word.		
a) Identify the front and back covers of a book.	<ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Introduction, pg. 13 Reading Center • Story Time Activities • Unit 1, pg. 37 Print Knowledge: Books
b) Identify the location of the title and title page of a book.	<ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Introduction, pg. 13 Reading Center • Story Time Activities
c) Identify where reading begins on a page (first word).	<ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Introduction, pg. 13 Reading Center • Story Time Activities
d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions with highlighted text which helps show the sequence of print.	<ul style="list-style-type: none"> • Introduction, pg. 13 Reading Center • Story Time Activities • Unit 1, pg. 23 Morning Message • Unit 1, pg. 46 The Apple Tree: Discuss the Story
e) Distinguish print from pictures.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Print Concepts 	<ul style="list-style-type: none"> • Introduction, pg. 13 Reading Center • Story Time Activities • Unit 1, pg. 7 Schedule • Unit 1, pg. 8 Morning Message • Unit 1, pg. 82 Letters Make Words



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Print and Book Awareness: The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word <i>continued</i> .		
f) Turn pages one at a time from the front to the back of a book.	<ul style="list-style-type: none"> Sing a Rhyme Books' animation simulates pages turning as students read. At the end, the pages turn back to the beginning as the book closes. 	<ul style="list-style-type: none"> Introduction, pg. 13 Reading Center Unit 1, pg. 23 Morning Message
VIRGINIA LITERACY FOUNDATION BLOCK 6		
Writing: The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences.		
a) Distinguish print from images or illustrations.	<ul style="list-style-type: none"> Words Tell About the Pictures Print Concepts 	<ul style="list-style-type: none"> Introduction, pg. 17 Writing Center Journal Activities Unit 2, pg. 181 Introducing Journals
b) Demonstrate use of print to convey meaning.	<ul style="list-style-type: none"> Print Concepts Print Directionality Words Tell About the Pictures 	<ul style="list-style-type: none"> Introduction, pg. 17 Writing Center Journal Activities Unit 2, pg. 181 Introducing Journals
c) Copy or write letters and numbers using various materials.	<ul style="list-style-type: none"> Letter Pictures Distinguish Letters (Alphabet Introduction) Letter Picture Writing Letters Make Words Explain Numbers Number Instruction 	<ul style="list-style-type: none"> Introduction, pg. 17 Writing Center Journal Activities Unit 2, pg. 181 Introducing Journals
d) Print first name independently.	<ul style="list-style-type: none"> Letter Picture Writing What's Your Name? 	<ul style="list-style-type: none"> Journal Activities Introduction, pg. 17 Writing Center
e) Begin to use correct manuscript letter and number formation.	<ul style="list-style-type: none"> Letter Pictures Distinguish Letters (Alphabet Introduction) Letter Picture Writing Letters Make Words Explain Numbers Number Instruction 	<ul style="list-style-type: none"> Introduction, pg. 17 Writing Center Journal Activities Unit 2, pg. 181 Introducing Journals
f) Copy various words associated with people or objects within the child's environment.	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Picture Writing Distinguish Letters (Alphabet Introduction) Print Concepts Letters Make Words 	<ul style="list-style-type: none"> Introduction, pg. 17 Writing Center Journal Activities Unit 2, pg. 181 Introducing Journals



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Writing: The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences <i>continued</i>.		
g) Use phonetically spelled words to convey messages or tell a story.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Introduction, pg. 17 Writing Center • Journal Activities • Unit 2, pg. 181 Introducing Journals
h) Understands that writing proceeds left to right and top to bottom.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Introduction, pg. 17 Writing Center • Journal Activities • Unit 1, pg. 23 Morning Message • Unit 2, pg. 181 Introducing Journals
VIRGINIA STANDARDS FOR MATHEMATICS		
VIRGINIA MATHEMATICS FOUNDATION BLOCK 1		
Number and Number Sense: The child will count with understanding and use numbers to tell how many, describe order, and compare.		
a) Count forward to 20 or more. Count backward from 5.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Counting Puzzle • Song: Counting Backward • Book: A Space Adventure • Counting Back • Count Down 	<ul style="list-style-type: none"> • Unit 3, pg. 280 Counting Backwards • Unit 4, pg. 102 Read and Write 6 • Unit 5, pg. 248 Read and Write 9 • Unit 7, pg. 217 Introduce and Write Number 14
b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Number Counting • Match Numbers 	<ul style="list-style-type: none"> • Unit 3, pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, pg. 147 Decomposing 7 • Unit 5, pg. 177 Quantities to 7 • Unit 5, pg. 200 Counting in a Circle
c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Number Counting • Match Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, pg. 54 Counting and Attendance



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Number and Number Sense: The child will count with understanding and use numbers to tell how many, describe order, and compare <i>continued</i>.		
d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Greater Than, Less Than • More Than, Fewer Than • Match Numbers • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, pg. 40 Math: Same Two • Unit 2, pg. 261 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
e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.	<ul style="list-style-type: none"> • Song: Ordinals • Ordinal Numbers 	<ul style="list-style-type: none"> • Unit 1, pg. 69 Introduce and Count Number 1 • Unit 1, pg. 78 Introduce and Count Number 2 • Unit 1, pg. 182 Introduce and Count Number 5
VIRGINIA MATHEMATICS FOUNDATION BLOCK 2		
Computation: The child will recognize change in groups (sets/collections) when objects are both added to and taken away from the groups (sets/collections).		
a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together).	<ul style="list-style-type: none"> • Make and Count Groups • Add Groups • Greater Than • More Than 	<ul style="list-style-type: none"> • Unit 6, pg. 83 Ten Frame Game • Unit 7, pg. 247 How Many Are Hiding?
b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away).	<ul style="list-style-type: none"> • Make and Count Groups • Subtract Groups • Fewer Than 	<ul style="list-style-type: none"> • Unit 6, pg. 71 Less Than • Unit 7, pg. 185 The Monkeys Forgot to Brush Their Teeth!
VIRGINIA MATHEMATICS FOUNDATION BLOCK 3		
Measurement: The child will identify and compare the attributes of length, capacity, weight, time, and temperature.		
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.	<ul style="list-style-type: none"> • Make Comparisons • Length • Tall and Short 	<ul style="list-style-type: none"> • Unit 3, pg. 296 We Are All Growing • Unit 6, pg. 114 Length • Unit 7, pg. 136 Exploring Length
b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).	<ul style="list-style-type: none"> • Songs: Clock Hands; Measuring Plants • Length • Weight • Capacity • Science Tools • Today • Yesterday/Tomorrow • Tell Time 	<ul style="list-style-type: none"> • Unit 1, pg. 35 Calendar • Unit 3, pg. 284 Sunlight and Temperature Investigation • Unit 6, pg. 114 Length • Unit 7, pg. 142 Weight • Unit 7, pg. 199 Volume • Unit 7, pg. 209 Exploring Volume



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement: The child will identify and compare the attributes of length, capacity, weight, time, and temperature <i>continued</i>.		
c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.	<ul style="list-style-type: none"> • Summer • Winter 	<ul style="list-style-type: none"> • Unit 3, pg. 284 Sunlight and Temperature Investigation • Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold? • Unit 7, pg. 244 Weather Report
d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.	<ul style="list-style-type: none"> • Songs: Days of the Week; Months of the Year • Book: How Long is a Minute? • Tell Time 	<ul style="list-style-type: none"> • Unit 1, pg. 7 Schedule • Unit 1, pg. 35 Calendar • Unit 1, pg. 55 Calendar
VIRGINIA MATHEMATICS FOUNDATION BLOCK 4		
Geometry: The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects.		
a) Match and sort shapes (circle, triangle, rectangle, and square).	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; All Sorts of Laundry • Books: Imagination Shapes; The Shape of Things; Buttons, Buttons • Simple Shapes • Circle, Square, Triangle, Rectangle • Sort • Match 	<ul style="list-style-type: none"> • Unit 3, pg. 340 Sort It Out • Unit 3, pg. 360 Fancy Shapes
b) Describe how shapes are similar and different.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Same and Different • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Similar Figures 	<ul style="list-style-type: none"> • Unit 3, pg. 289 Rectangles and Squares • Unit 3, pg. 299 Triangles • Unit 3, pg. 320 Circles • Unit 3, pg. 340 Sort It Out • Unit 3, pg. 360 Fancy Shapes • Unit 3, pg. 377 Shape Hunt
c) Recognize and name shapes (circle, triangle, rectangle, and square).	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> • Unit 3, pg. 289 Rectangles and Squares • Unit 3, pg. 299 Triangles • Unit 3, pg. 320 Circles • Unit 3, pg. 377 Shape Hunt
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, pg. 221 Over, Under, Through • Unit 2, pg. 229 Top, Beside, Bottom • Unit 2, pg. 260 Bears Above, Below, Next To, On



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA MATHEMATICS FOUNDATION BLOCK 5		
Data Collection and Statistics: The child will participate in the data gathering process in order to answer questions of interest.		
a) Collect information to answer questions of interest to children.	<ul style="list-style-type: none"> • Books: Milton's Mittens; One More Cat • Weather • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, pg. 75 Five Senses: How Do We Know? • Unit 5, pg. 146 Are Dinosaurs Reptiles? Survey • Unit 6, pg. 54 Germs • Unit 7, pg. 147 Charting Weight
b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 6, pg. 8 Greater Than • Unit 6, pg. 71 Less Than • Unit 6, pg. 105 Quantities to 10 • Unit 7, pg. 147 Charting Weight
VIRGINIA MATHEMATICS FOUNDATION BLOCK 6		
Patterns and Relationships: The child will identify simple patterns of concrete objects and use them to recognize relationships.		
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Similar Figures • Size 	<ul style="list-style-type: none"> • Unit 1, pg. 119 Sorting Buttons • Unit 1, pg. 134 Texture Sort • Unit 3, pg. 340 Sort It Out • Unit 4, pg. 18 Bone Exploration
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns: AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, pg. 38 AB Pattern Garden • Unit 4, pg. 48 ABB Cereal Necklaces • Unit 4, pg. 59 ABC Patterns
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.	<ul style="list-style-type: none"> • Song: Train Station 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



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA STANDARDS FOR SCIENCE		
VIRGINIA SCIENCE FOUNDATION BLOCK 1		
Scientific Investigation, Reasoning, and Logic: The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations.		
a) Use the five senses to explore and investigate the natural world.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Touch • Hearing • Taste • Smell • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, pg. 75 Five Senses: How Do We Know? • Unit 1, pg. 86 Excellent Eyes • Unit 1, pg. 104 Mr. Brown Can Moo! Can You? • Unit 1, pg. 152 Slime! • Unit 2, pg. 165 Safe Smelling • Unit 2, pg. 196 Sweet, Sour, Bitter, Salty
b) Use simple tools and technology safely to observe and explore different objects and environments.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, pg. 84 What Do You See? • Unit 2, pg. 225 Where We Are • Unit 5, pg. 175 Ant Farm Extension • Unit 5, pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, pg. 18 Listening To My Body • Unit 7, pg. 244 Weather Report
c) Ask questions about the natural world related to observations.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, pg. 24 What Do Scientists Do?
d) Make predictions about what will happen next based on previous experiences.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, pg. 342 The Water Cycle: Part 1 • Unit 3, pg. 346 The Water Cycle: Part 2 • Unit 3, pg. 365 Seed Investigation
e) Conduct simple scientific investigations.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, pg. 57 Center Introduction: Cooking Apples Investigation • Unit 3, pg. 284 Sunlight and Temperature Investigation • Unit 3, pg. 365 Seed Investigation • Unit 4, pg. 86 Fish Investigation



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA SCIENCE FOUNDATION BLOCK 2		
Force, Motion and Energy: The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work.		
a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.		<ul style="list-style-type: none"> • Introduction, pg. 16 Science Center • Unit 2, pg. 175 Dancing with Props
b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Introduction, pg. 16 Science Center
c) Describe the effects magnets have on other objects.	<ul style="list-style-type: none"> • Magnets 	<ul style="list-style-type: none"> • Introduction, pg. 16 Science Center
d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.		<ul style="list-style-type: none"> • Introduction, pg. 16 Science Center • Unit 7, pg. 141 Tool Workshop
VIRGINIA SCIENCE FOUNDATION BLOCK 3		
Matter/Physical Properties: The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.		
a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).	<ul style="list-style-type: none"> • Sort • Solid and Liquid • Weight • Length • Size • Position • Simple Shapes 	<ul style="list-style-type: none"> • Unit 1, pg. 134 Texture Sort • Unit 3, pg. 289 Rectangles and Squares • Unit 3, pg. 320 Circles • Unit 3, pg. 337 Exploring Water • Unit 7, pg. 233 Precipitation
b) Recognize water in its solid and liquid forms.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Water • Water • Solid and Liquid • States of Water 	<ul style="list-style-type: none"> • Unit 3, pg. 337 Exploring Water
c) Describe the differences between solid and liquid objects.	<ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid 	<ul style="list-style-type: none"> • Unit 3, pg. 337 Exploring Water
d) Sort objects based on whether they sink or float in water.	<ul style="list-style-type: none"> • Sort 	<ul style="list-style-type: none"> • Unit 3, pg. 337 Exploring Water



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA SCIENCE FOUNDATION BLOCK 4		
Matter/Simple Physical and Chemical Reactions: The child will conduct simple science experiments to examine changes in matter when substances are combined.		
a) Predict changes to matter when various substances are to be combined.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, pg. 144 Mixing Potions
b) Observe and conduct simple experiments that explore what will happen when substances are combined.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, pg. 144 Mixing Potions
c) Observe and record the experiment results and describe what is seen.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, pg. 144 Mixing Potions • Unit 3, pg. 363 Fire Painting
VIRGINIA SCIENCE FOUNDATION BLOCK 5		
Life Processes: The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and the basic life processes of each.		
a) Describe what living things need to live and grow (food, water, and air).	<ul style="list-style-type: none"> • Songs: Birds; Fish; Plant or Animal • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Insects • Worms • Science Investigation 	<ul style="list-style-type: none"> • Unit 2, pg. 223 Living and Nonliving • Unit 2, pg. 258 Taking Care of Living Things • Unit 3, pg. 306 How Do Plants Drink?
b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms 	<ul style="list-style-type: none"> • Unit 2, pg. 248 Plant or Animal • Unit 3, pg. 316 Plant Parts • Unit 3, pg. 319 Plant Part Salad • Unit 4, pg. 24 What Makes a Mammal? • Unit 4, pg. 44 What Makes a Bird? • Unit 4, pg. 76 What Makes a Fish? • Unit 4, pg. 108 What Makes an Amphibian? • Unit 5, pg. 142 What Makes a Reptile?



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Life Processes: The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and the basic life processes of each <i>continued</i>.</p>		
<p>c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.</p>	<ul style="list-style-type: none"> • Songs: Birds; Fish • Mammals • Birds • Reptiles • Amphibians • Plants • Science Investigation 	<ul style="list-style-type: none"> • Unit 4, pg. 24 What Makes a Mammal? • Unit 4, pg. 44 What Makes a Bird? • Unit 4, pg. 76 What Makes a Fish? • Unit 4, pg. 108 What Makes an Amphibian? • Unit 5, pg., 182 What Makes a Reptile?
<p>VIRGINIA SCIENCE FOUNDATION BLOCK 6</p>		
<p>Interrelationships in Earth/Space Systems: The child will be able to observe and explore major features of the natural world around him/her, both on earth and in the sky.</p>		
<p>a) Use vocabulary to describe major features of Earth and the sky.</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations 	<ul style="list-style-type: none"> • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 6, pg. 38 Dramatic Play: To the Moon! • Unit 6, pg. 43 Mixing Colors: Stars, Planets and Meteorites • Unit 7, pg. 233 Precipitation
<p>b) Identify objects in the sky—moon, stars, sun, and clouds.</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations • Clouds 	<ul style="list-style-type: none"> • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 6, pg. 43 Mixing Colors: Stars, Planets and Meteorites
<p>c) Classify things seen in the night sky and those seen in the day sky.</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations • Clouds 	<ul style="list-style-type: none"> • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 6, pg. 43 Mixing Colors: Stars, Planets and Meteorites
<p>d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).</p>	<ul style="list-style-type: none"> • Song: Rocks • Rocks • Sort • Sorting Rocks Experiment 	<ul style="list-style-type: none"> • Introduction, pg. 16 Science Center



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA SCIENCE FOUNDATION BLOCK 7		
Earth Patterns, Cycles, and Change: The child will identify simple patterns in his/her daily life and identify things that change over time.		
a) Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc.	<ul style="list-style-type: none"> • Weather • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 7, pg. 233 Precipitation • Unit 7, pg. 244 Weather Report
b) Identify how weather affects daily life.	<ul style="list-style-type: none"> • Song: Precipitation • Book: That's What I Like, A Book About Seasons • Spring • Summer • Fall • Winter • Weather 	<ul style="list-style-type: none"> • Unit 7, pg. 233 Precipitation • Unit 7, pg. 243 What Should I Wear?
c) Describe basic weather safety rules.	<ul style="list-style-type: none"> • Song: Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 3, pg. 287 Sun Safe Song • Unit 7, pg. 243 What Should I Wear?
d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Spring • Summer • Fall • Winter 	
e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.	<ul style="list-style-type: none"> • Song: The Moon • Moon • Sun • Clouds • Plants • Rocks 	<ul style="list-style-type: none"> • Introduction, pg. 16 Science Center
f) Compare a variety of living things to determine how they change over time (life cycles).	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Measuring Plants • Observe a Simple System • Amphibians • Birds • Reptiles • Mammals 	<ul style="list-style-type: none"> • Unit 3, pg. We Are All Growing • Unit 4, pg. 118 Raising Tadpoles • Unit 7, pg. 225 Good Friends Activity: I Am Ready for Kindergarten
g) Describe home and school routines.		<ul style="list-style-type: none"> • Unit 1, pg. 7 Schedule • Unit 1, pg. 22 Arrival and Toy Time • Unit 1, pg. 33 Reflection and Dismissal



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA SCIENCE FOUNDATION BLOCK 8		
Resources: The child will practice reusing, recycling, and conserving energy on a daily basis.		
a) Identify ways that some things can be conserved.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Water 	
b) Recognize that some things can be reused.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, pg. 190 Dramatic Play: Junkyard
c) Recognize that some things can be recycled.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, pg. 190 Dramatic Play: Junkyard
d) Understand and use vocabulary such as conserve, recycle, and reuse.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling 	
VIRGINIA STANDARDS FOR HISTORY AND SOCIAL SCIENCE		
VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 1		
History/Similarities and Differences: The child will identify ways in which people are alike and different.		
a) Recognize ways in which people are alike and different.	<ul style="list-style-type: none"> • Books: In the Rain; Seeing Fingers; Noise, What Noise? • Look at Details • Same and Different 	<ul style="list-style-type: none"> • Unit 3, pg. 286 Grandmas: Same and Different • Unit 6, pg. 14 Picturing My Body
b) Describe his/her own unique characteristics and those of others.	<ul style="list-style-type: none"> • Books: Mine; Jose Three 	<ul style="list-style-type: none"> • Unit 1, pg. 149 I Am, I Can • Unit 2, pg. 158 This Belongs to a Friend
c) Make the connection that he/she is both a member of a family and a member of a classroom community.	<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 2, pg. 158 This Belongs to a Friend • Unit 3, pg. 268 We All Love Our Families • Unit 3, pg. 335 Tortillas, Tortillas: Family Dinner
d) Engage in pretend play to understand self and others.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Introduction, pg. 11 Dramatic Play Center • Dramatic Play Activities
e) Participate in activities and traditions associated with different cultural heritages.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, pg. 20 An Inclusive Classroom • Unit 3, pg. 286 Grandmas: Same and Different • Unit 6, pg. 89 Storytelling Festival



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 2		
History/Change Over Time: The child will develop an awareness of change over time.		
a) Describe ways children have changed since they were babies.	<ul style="list-style-type: none"> Books: Jose Three; The Watermelon Seed 	<ul style="list-style-type: none"> Unit 3, pg. 296 We Are All Growing
b) Express the difference between past and present using words such as before, after, now, and then.	<ul style="list-style-type: none"> Books: Jose Three; The Watermelon Seed; Story in the Snow 	<ul style="list-style-type: none"> Unit 1, pg. 35 Calendar Unit 1, pg. 45 Calendar: Yesterday and Today Unit 1, pg. 55 Calendar
c) Order/sequence events and objects.	<ul style="list-style-type: none"> Song: Sequencing Events What Comes Next? First, Next, Last Sum Up, Remember Order Order 	<ul style="list-style-type: none"> Unit 1, pg. 5 Attendance Unit 1, pg. 7 Schedule Unit 1, pg. 35 Calendar Unit 3, pg. 312 Itsy Bitsy Spider: First, Next, and Last
d) Ask questions about artifacts from everyday life in the past.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Antoni van Leeuwenhoek; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Unit 1, pg. 24 What Do Scientists Do?
e) Recount episodes from stories about the past.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Science Investigation 	<ul style="list-style-type: none"> Unit 1, pg. 24 What Do Scientists Do?
f) Take on a role from a specific time, use symbols and props, and act out a story/ narrative.	<ul style="list-style-type: none"> Pretend Play Papa's Play 	<ul style="list-style-type: none"> Introduction, pg. 11 Dramatic Play Center
g) Describe past times based on stories, pictures, visits, songs, and music.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 3, pg. 286 Grandmas: Same and Different Unit 3, pg. 288 Journals: My Family Unit 5, pg. 218 Journal Prompt: I Helped When...



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 3		
Geography/Location: The child will develop an increased awareness of the physical relationship between and among people and places.		
a) Identify and describe prominent features of the classroom, school, neighborhood, and community.		<ul style="list-style-type: none"> • Introduction, pg. 6 The Listening Rug • Introduction, pg. 8 Activity Centers • Unit 1, pg. 14 School Field Trip • Unit 2, pg. 225 Where We Are • Unit 5, pg. 246 Library Field Trip • Unit 6, pg. 69 Dramatic Play: Post Office
b) Engage in play where one item represents another (miniature vehicles, people, and blocks).	<ul style="list-style-type: none"> • Pretend Play • Soup's On! • Perfect Present 	<ul style="list-style-type: none"> • Introduction, pg. 9 Block Center • Dramatic Play Activities • Unit 2, pg. 225 Where We Are • Unit 4, pg. 28 Classroom Block Play
c) Make and walk on paths between objects, e.g., from the door to the window.		<ul style="list-style-type: none"> • Introduction, pg. 9 Block Center • Unit 2, pg. 225 Where We Are • Unit 4, pg. 28 Classroom Block Play • Unit 7, pg. 187 Pathways In Space
d) Represent objects in the order in which they occur in the environment.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, pg. 221 Over, Under, Through • Unit 2, pg. 229 Top, Beside, Bottom • Unit 2, pg. 260 Bears Above, Below, Next To, On
e) Experience seeing things from different elevations.		<ul style="list-style-type: none"> • Unit 6, pg. 122 Obstacle Course



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 4		
Geography/Descriptive Words: The child will use words to indicate the relative location of objects and people including direction words, comparison words, and attribute words.		
a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.	<ul style="list-style-type: none"> • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Wetlands • Prairies • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 2, pg. 225 Where We Are • Unit 4, pg. 28 Classroom Block Play
b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs • Book: Up in the Air • Position • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, Above, Below • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, pg. 221 Over, Under, Through • Unit 2, pg. 229 Top, Beside, Bottom • Unit 2, pg. 260 Bears Above, Below, Next To, On
c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).	<ul style="list-style-type: none"> • Song: Positioning • Book: Up in the Air • Position 	<ul style="list-style-type: none"> • Unit 1, pg. 107 Sound Box Match Up • Unit 3, pg. 286 Grandmas: Same and Different • Unit 6, pg. 24 Fingerprints: Same or Different? • Unit 7, pg. 147 Charting Weight
d) Use attribute words (hard, soft, rough, and smooth).	<ul style="list-style-type: none"> • Science Investigation • Touch 	<ul style="list-style-type: none"> • Unit 1, pg. 134 Texture Sort • Unit 1, pg. 138 Crunchy and Soggy Snack • Unit 4, pg. 121 Frog or Toad? • Unit 5, pg. 234 Worms: Slimy, Slippery, and Smooth
e) Use labels and symbols for what the child has seen.		<ul style="list-style-type: none"> • Unit 2, pg. 181 Introducing Journals



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 5		
Economics/World of Work: The child will develop an increased awareness of the types of work people do and the variety of tools people use in their jobs.		
a) Identify pictures of work and name the jobs people do.		<ul style="list-style-type: none"> • Unit 1, pg. 133 Farmer in the Dell: Word Mix-up • Unit 3, pg. 328 We All Have Jobs • Unit 3, pg. 345 Which Hat Is Best?
b) Describe what people do in their community job.		<ul style="list-style-type: none"> • Unit 3, pg. 328 We All Have Jobs • Unit 3, pg. 345 Which Hat Is Best? • Unit 3, pg. 330 Dramatic Play: Fire Station • Unit 6, pg. 69 Dramatic Play: Post Office • Unit 7, pg. 168 Dramatic Play: Dentist's Office
c) Match tools to jobs.	<ul style="list-style-type: none"> • Science Tools 	<ul style="list-style-type: none"> • Unit 3, pg. 330 Dramatic Play: Fire Station • Unit 7, pg. 168 Dramatic Play: Dentist's Office
d) Match job sites to work done.		<ul style="list-style-type: none"> • Unit 1, pg. 127 Dramatic Play: Construction Site • Unit 3, pg. 330 Dramatic Play: Fire Station • Unit 5, pg. 246 Good Friends Activity: Library Field Trip
e) Role play the jobs of workers.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 3, pg. 330 Dramatic Play: Fire Station • Unit 6, pg. 69 Dramatic Play: Post Office • Unit 7, pg. 168 Dramatic Play: Dentist's Office
VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 6		
Economics/Making Choices and Earning Money: The child will recognize that people make choices because they cannot have everything they want and that people work to earn money to buy the things they want and need.		
a) Identify choices.		<ul style="list-style-type: none"> • Unit 1, pg. 18 Afternoon Centers • Unit 7, pg. 165 Good Friends Activity: I Choose Carefully
b) Recognize that everyone has wants and needs.		<ul style="list-style-type: none"> • Unit 6, pg. 27 Digesting Food • Unit 7, pg. 165 Good Friends Activity: I Choose Carefully
c) Recognize that our basic needs include food, clothing, and shelter.		<ul style="list-style-type: none"> • Unit 6, pg. 27 Digesting Food
d) Choose daily tasks.		<ul style="list-style-type: none"> • Unit 1, pg. 110 Plan, Do, Review • Unit 7, pg. 18 Afternoon Centers
e) Role play purchasing situations where choices are made.		<ul style="list-style-type: none"> • Unit 2, pg. 160 Dramatic Play: Restaurant • Unit 7, pg. 165 Good Friends Activity: I Choose Carefully



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 7		
Civics/Citizenship: The child will participate as a member/citizen of a classroom community.		
a) Cooperate with others in a joint activity.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 4, pg. 84 Working Together • Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, pg. 56 Good Friends Activity: Can I Play With You?
b) Recognize the need for rules to help get along with others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, pg. 6 Listening Rug Rules • Unit 1, pg. 10 Good Playing Rules • Unit 1, pg. 14 School Field Trip
c) Participate in creating rules for the classroom.		<ul style="list-style-type: none"> • Unit 1, pg. 10 Good Playing Rules
d) State personal plans for learning center activities.		<ul style="list-style-type: none"> • Center Activities • Unit 1, pg. 18 Afternoon Centers
e) Participate in discussing and generating solutions to a class problem.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, pg. 15 Good Friends: Me and My Bear • Unit 4, pg. 13 We're All Happy • Unit 6, pg. 107 How to Solve a Problem
f) Share thoughts and opinions in group settings.	Social Emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, pg. 149 I Am, I Can • Unit 4, pg. 74 It's Okay to Say No • Unit 6, pg. 58 Journal Prompt: My Great Idea
g) Demonstrate responsible behaviors in caring for classroom materials.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> • Unit 1, pg. 10 Introduction to Centers • Unit 1, pg. 19 Birthday Cupcakes • Unit 1, pg. 22 Name Song • Unit 1, pg. 31 Cleanup and Center Review
h) Identify the needs of other people by helping them.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Blocks • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, pg. 66 All the Way Done: Classroom Helpers • Unit 3, pg. 336 Tuesday Story: Call For Help • Unit 5, pg. 197 Good Friends Activity: I'm a Helper



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA STANDARDS FOR HEALTH AND PHYSICAL DEVELOPMENT		
VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 1		
Skilled Movement/Locomotor Skills: The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.		
a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.		<ul style="list-style-type: none"> • Unit 4, pg. 42 Birds on a Perch • Unit 6, pg. 122 Obstacle Course • Unit 7, pg. 203 Spring Gallop!
b) Perform these locomotor skills in response to teacher-led creative dance.		<ul style="list-style-type: none"> • Unit 1, pg. 36 Jump Up an Down Transition • Unit 4, pg. 117 Giraffes Can Dance!
Skilled Movement/Non-locomotor Skills: The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.		
a) Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot.		<ul style="list-style-type: none"> • Unit 1, pg. 130 We're Standing on One Foot! • Unit 5, pg. 199 Dramatic Play: Circus School • Unit 7, pg. 238 Surfing the Waves
b) Maintain balance while performing a controlled spin.		<ul style="list-style-type: none"> • Dance and Movement Activities
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.		<ul style="list-style-type: none"> • Unit 6, pg. 7 Dramatic Play: Gym
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.		<ul style="list-style-type: none"> • Unit 6, pg. 122 Obstacle Course
e) Perform crisscross pattern activities.		<ul style="list-style-type: none"> • Dance and Movement Activities



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Manipulative Skills: The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.		
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Introduction, pg. 9 Block Center Unit 4, pg. 28 Classroom Block Play
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	While interacting with Waterford Early Learning courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> Unit 2, pg. 247 Clay Portraits Unit 7, pg. 141 Tool Workshop
c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.		<ul style="list-style-type: none"> Unit 6, pg. 112 Kick, Throw, Catch, and Bounce
d) Coordinate eye-hand and eye-foot movements to perform a task.	The use of Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Unit 4, pg. 18 Skeleton Hands Unit 5, pg. 219 Spider Webs
VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 2		
Movement Principles and Concepts: The child will use the movement concepts of directions, levels, pathways, and effort while performing locomotor (move body from one place to another), non-locomotor (move around axis of body), and manipulative (move in conjunction with object) skills.		
a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft).		<ul style="list-style-type: none"> Unit 1, pg. 120 Listen to the Beat Unit 1, pg. 143 Builders and Bulldozers Unit 2, pg. 175 Dancing with Props Unit 6, pg. 53 Floating Robots Unit 7, pg. 178 Fox In a Box
b) Identify fundamental movement patterns such as running and jumping.		<ul style="list-style-type: none"> Dance and Movement Activities
c) Begin and expand movement vocabulary.	<ul style="list-style-type: none"> Book: We All Exercise 	<ul style="list-style-type: none"> Dance and Movement Activities Music Activities



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Movement Principles and Concepts: The child will use the movement concepts of directions, levels, pathways, and effort while performing locomotor (move body from one place to another), non-locomotor (move around axis of body), and manipulative (move in conjunction with object) skills <i>continued</i>.</p>		
<p>d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.</p>		<ul style="list-style-type: none"> • Dance and Movement Activities • Music Activities
<p>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 3</p>		
<p>Personal Fitness: The child will participate in structured and unstructured physical activity designed to achieve a health-enhancing level of physical fitness.</p>		
<p>a) Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.</p>	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities
<p>b) Participate in activities designed to strengthen major muscle groups.</p>		<ul style="list-style-type: none"> • Unit 1, pg. 14 School Field Trip • Unit 5, pg. 199 Dramatic Play: Circus School • Unit 6, pg. 122 Obstacle Course
<p>c) Participate in activities that enhance flexibility.</p>		<ul style="list-style-type: none"> • Unit 6, pg. 118 Come Rest Awhile
<p>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 4</p>		
<p>Responsible Behaviors: The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities.</p>		
<p>a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.</p>		<ul style="list-style-type: none"> • Unit 2, pg. 269 Personal Space Circle • Unit 7, pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, pg. 187 Pathways in Space
<p>b) Share equipment and space, and take turns with help from the teacher.</p>		<ul style="list-style-type: none"> • Unit 1, pg. 76 Taking Turns Game



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Responsible Behaviors: The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities <i>continued</i> .		
c) Work well with others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> Unit 4, pg. 84 Working Together 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
d) Listen to and follow simple directions.	Children interacting with Waterford Early Learning are constantly listening to input, following directions, and responding with choices.	<ul style="list-style-type: none"> Unit 1, pg. 4 Arrival and Toy Time Unit 1, pg. 9 Classroom Bear Unit 1, pg. 49 Cleanup and Review
VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 5		
Physically Active Lifestyle: The child will participate in physical activity every day and explain why physical activity is good for health.		
a) Identify the activities that they like and dislike.	<ul style="list-style-type: none"> Books: We All Exercise; Ooey, Goopy Mud; I Hate Peas 	<ul style="list-style-type: none"> Unit 1, pg. 18 Afternoon Centers Unit 1, pg. 149 I Am, I Can
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest 	<ul style="list-style-type: none"> Unit 6, pg., 7 Dramatic Play: Gym
c) Participate in activities geared toward different levels of proficiency.		<ul style="list-style-type: none"> Unit 6, pg. 7 Dramatic Play: Gym Unit 6, pg. 122 Obstacle Course
d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest 	<ul style="list-style-type: none"> Unit 2, pg. 225 Where We Are
VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 6		
Health Knowledge and Skills: The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness.		
<i>Nutrition</i>		
a) Indicate awareness of hunger and fullness.		<ul style="list-style-type: none"> Snack Time Activities
b) Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains.	<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



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Nutrition continued</i>		
c) Distinguish food and beverages on a continuum from more healthy to less healthy.	<ul style="list-style-type: none"> • Song: Health • Healthy Foods • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Unit 3, pg. 319 Plant Part Salad • Unit 7, pg. 205 Healthy Eating
d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.	<ul style="list-style-type: none"> • Song: Health • Healthy Foods • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Unit 3, pg. 319 Plant Part Salad • Unit 7, pg. 205 Healthy Eating
<i>Habits that Promote Health and Prevent Illness</i>		
a) Demonstrate how to correctly wash hands.	<ul style="list-style-type: none"> • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, pg. 11 Hand Washing and Snack • Unit 1, pg. 15 Wash Hands and Use Bathroom • Unit 6, pg. 87 Wash Your Hands with Soap (and the ABCs!)
b) Demonstrate covering the mouth or nose when coughing or sneezing.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 6, pg. 76 Germs Make People Sick
c) Identify habits that keep us healthy.	<ul style="list-style-type: none"> • Books: We All Exercise; The Germs • Exercise and Rest • Avoid Germs and Prevent Illness • Healthy Foods • Teeth 	<ul style="list-style-type: none"> • Unit 6, pg. 76 Germs Make People Sick • Unit 6, pg. 79 Bath Time • Unit 6, pg. 108 Exercise Makes Me Better • Unit 7, pg. 205 Healthy Eating
d) Explain the importance of rest.	<ul style="list-style-type: none"> • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile
e) Be able to communicate when one is not feeling well.		<ul style="list-style-type: none"> • Unit 5, pg. 173 Asking for Help
VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 7		
Information Access and Use: The child will identify trusted adults and begin to learn how to seek reliable health information.		
a) Understand that health care providers can help them when they are not feeling well.	<ul style="list-style-type: none"> • Book: Mother, Mother, I Am Ill 	<ul style="list-style-type: none"> • Unit 7, pg. 168 Dramatic Play: Dentist's Office
b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.		<ul style="list-style-type: none"> • Unit 3, pg. 375 Trusted Adults



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Information Access and Use: The child will identify trusted adults and begin to learn how to seek reliable health information <i>continued</i> .		
c) Be able to differentiate between safe and unsafe situations.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 6, pg. 117 Digital Safety
d) Begin to share feelings and express how they feel.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • My Family • Lost and Found • Lost Dinosaur • Squirrel's Blocks • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 1, pg. 149 I Am, I Can • Unit 4, pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, pg. 26 Journal Prompt: I Feel...
VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 8		
Community Health and Safety: The child will understand how to make good decisions about simple health issues to promote a safe and healthy community when alone, with family, at school, and in other group settings.		
a) Follow safety rules on the playground with adult assistance and reminders.		<ul style="list-style-type: none"> • Unit 1, pg. 10 Good Playing Rules
b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lock-down drills.		<ul style="list-style-type: none"> • Unit 3, pg. 339 Emergency!
c) Demonstrate pedestrian safety and vehicle awareness.		<ul style="list-style-type: none"> • Unit 1, pg. 14 School Field Trip • Unit 7, pg. 153 Paying Attention Helps Keep Everyone Safe
d) Understand bicycle/tricycle safety and the importance of wearing a helmet.		<ul style="list-style-type: none"> • Unit 6, pg. 122 Obstacle Course
e) Know how to make an emergency phone call.		<ul style="list-style-type: none"> • Unit 3, pg. 336 Tuesday Story: Call For Help
f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.		<ul style="list-style-type: none"> • Unit 7, pg. 231 Water Safety



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA STANDARDS FOR PERSONAL AND SOCIAL DEVELOPMENT		
VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 1		
Self-concept: The child will demonstrate self-confidence and self-reflection.		
a) Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents' names, teacher's name, school name, town or city where they live, and street name.	<ul style="list-style-type: none"> • What's Your Name? 	<ul style="list-style-type: none"> • Unit 1, pg. 4 The Name Song • Unit 1, pg. 19 Birthday Cupcakes • Unit 1, pg. 27 Letter Tile Names • Unit 2, pg. 225 Where We Are
b) Begin to recognize and express own emotions using words rather than actions.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • My Family • Lost and Found • Lost Dinosaur • Squirrel's Blocks • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 4, pg. 4 Guess How I'm Feeling • Unit 4, pg. 26 Journal Prompt: I Feel...
c) Recognize self as a unique individual and respect differences of others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 1, pg. 149 I Am, I Can • Unit 2, pg. 176 Smell Survey
d) Develop personal preferences regarding activities and materials.	Waterford encourages everyone to have drawing and art materials available for children's creations. Pretend Play	<ul style="list-style-type: none"> • Unit 1, pg. 18 Afternoon Centers • Unit 1, pg. 149 I Am, I Can • Unit 5, pg. 188 Insect Walking Sounds
e) Demonstrate self-direction in use of materials.	Waterford encourages everyone to have drawing and art materials available for children's creations. Pretend Play	<ul style="list-style-type: none"> • Introduction, pg. 8 Activity Centers • Unit 1, pg. 18 Afternoon Centers
f) Develop increasing independence in school activities throughout the day.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.	<ul style="list-style-type: none"> • Introduction, pg. 8 Activity Centers • Unit 1, pg. 4 Arrival and Toy Time • Unit 1, pg. 18 Afternoon Centers • Unit 1, pg. 20 Reflection and Dismissal



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 2		
Self-regulation: The child will show self-direction and responsibility.		
a) Contribute ideas for classroom rules and routines.		<ul style="list-style-type: none"> Unit 1, pg. 10 Good Playing Rules
b) Follow rules and routines within the learning environment.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.	<ul style="list-style-type: none"> Unit 1, pg. 6 Listening Rug Rules Unit 1, pg. 22 Arrival and Toy Time Unit 1, pg. 28 Introduction to SmartStart and the Computer Center Unit 7, pg. 178 Fox In a Box
c) Use classroom materials purposefully and respectfully.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> Unit 1, pg. 19 Birthday Cupcakes Unit 1, pg. 31 Cleanup and Center Review Unit 3, pg. 309 Leaf Rubbings Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture
d) Manage transitions and adapt to changes in routine.	<ul style="list-style-type: none"> Soup's On! 	<ul style="list-style-type: none"> Introduction, pg. 7 Making Changes Unit 1, pg. 14 School Field Trip Unit 1, pg. 36 Jump Up and Down Transition
e) Develop positive responses to challenges.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> Introduction, pg. 7 Making Changes Unit 1, pg. 14 School Field Trip Unit 1, pg. 36 Jump Up and Down Transition
VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 3		
Approaches to Learning: The child will show eagerness and persistence as a learner.		
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Unit 1, pg. 6 Learning Unit 3, pg. 350 Friday Story: The Perfect Square Unit 4, pg. 96 Good Friends Activity: I Try New Things Unit 4, pg. 120 Monarch of the Animals Unit 7, pg. 212 It's Different, But It's Good!
b) Demonstrate ability to learn from experience	<ul style="list-style-type: none"> Perfect Present Squirrel's Blocks 	<ul style="list-style-type: none"> Unit 7, pg. 165 Good Friends Activity: I Choose Carefully Unit 7, pg. 184 Consequence Game
c) Increase attention to a task or activity over time.	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click "Repeat" to hear instructions again and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> Story Time Activities Unit 7, pg. 131 Good Friends Activity: I Pay Attention



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Approaches to Learning: The child will show eagerness and persistence as a learner <i>continued</i>.		
d) Seek and accept help when needed.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 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
e) Attempt to complete a task in more than one way before asking for help.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, pg. 107 How to Solve a Problem
VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 4		
Interaction with Others: The child will interact easily with one or more children and with familiar adults.		
a) Initiate and sustain interactions with other children.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket 	<ul style="list-style-type: none"> • Introduction, pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 6, pg., 56 Good Friends Activity: Can I Play With You?
b) Demonstrate verbal strategies for making a new friend.	<ul style="list-style-type: none"> • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, pg. 9 Classroom Bear • Unit 6, pg. 56 Good Friends Activity: Can I Play With You?
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 4, pg. 84 Working Together • Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, pg. 56 Good Friends Activity: Can I Play With You?
d) Participate successfully in group settings.	<ul style="list-style-type: none"> • Party Time! 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 1, pg. 4 The Name Song • Unit 1, pg. 6 Listening Rug Rules • Unit 6, pg. 48 Flag On The Moon
e) Demonstrate respectful and polite vocabulary.	Social Emotional videos model conversations between various characters with appropriate conversation rules as characters respectfully communicate in complete sentences often including polite vocabulary such as "please" and "thank you."	<ul style="list-style-type: none"> • Unit 5, pg. 214 Set the Table, Please • Unit 6, pg. 10 Please and Thank You • Unit 6, pg. 75 Grown-up Manners
f) Begin to recognize and respond to the needs, rights, and emotions of others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Blocks • Musical Mayhem • Where's Papa? 	<ul style="list-style-type: none"> • Unit 1, pg. 10 Introduction to Centers • Unit 2, pg. 214 Garbage Elves • Unit 5, pg. 197 Good Friends Activity: I'm a Helper • Unit 6, pg. 20 May I Help Game • Unit 7, pg. 184 Consequence Game



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 5		
Social Problem Solving: The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed.		
a) Express feelings through appropriate gestures, actions, and words.	Social Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> Unit 1, pg. 149 I Am, I Can Unit 4, pg. 4 Good Friends Activity: Guess How I’m Feeling Unit 4, pg. 26 Journal Prompt: I Feel...
b) Recognize conflicts and seek possible solutions.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, pg. 15 Good Friends: Me and My Bear Unit 4, pg. 13 We’re All Happy Unit 6, pg. 107 How to Solve a Problem
c) Allow others to take turns.		<ul style="list-style-type: none"> Unit 1, pg. 22 Name Song Unit 1, pg. 76 Taking Turns Game Unit 4, pg. 80 Waiting Game Unit 4, pg. 88 Journal Prompt: I Took Turns When...
d) Increase the ability to share materials and toys with others over time.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> Center Activities Unit 1, pg. 10 Introduction to Centers Unit 1, pg. 76 Taking Turns Game Unit 4, pg. 80 Waiting Game
e) Include others in play activities.	<ul style="list-style-type: none"> Clubhouse Marmot Basket 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 4, pg. 84 Working Together Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals
VIRGINIA STANDARDS FOR MUSIC		
VIRGINIA MUSIC FOUNDATION BLOCK 1		
Music Theory/Literacy: The child will develop an awareness of the mechanics of music.		
a) Understand the vocabulary of music.		<ul style="list-style-type: none"> Music Activities
b) Understand that written music represents sounds by using notes.		<ul style="list-style-type: none"> Unit 1, pg. 98 Dramatic Play: Music Shop
c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.	<ul style="list-style-type: none"> Mama’s Melody Baby’s Ballet 	<ul style="list-style-type: none"> Music Activities Unit 1, pg. 98 Dramatic Play: Music Shop
d) Identify common musical instruments.		<ul style="list-style-type: none"> Unit 1, pg. 98 Dramatic Play: Music Shop Unit 6, pg. 86 Drum Craft Unit 7, pg. 235 Rain Sticks



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA MUSIC FOUNDATION BLOCK 2		
Performance: The child will participate in musical performance on a regular basis.		
a) Demonstrate the difference between singing and speaking.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 1, pg. 4 The Name Song Unit 1, pg. 26 Singing the Alphabet
b) Develop the understanding that the child's body and voice are musical instruments.	<ul style="list-style-type: none"> Mama's Melody 	<ul style="list-style-type: none"> Music Activities Unit 6, pg. 12 Hi! Notes Unit 7, pg. 187 Pathways in Space
c) Participate in opportunities to use singing voice and musical instruments.	<ul style="list-style-type: none"> Mama's Melody 	<ul style="list-style-type: none"> Music Activities Unit 1, pg. 22 Name Song Unit 1, pg. 26 Singing the Alphabet Unit 1, pg. 98 Dramatic Play: Music Shop
d) Practice good manners when participating in musical performance.		<ul style="list-style-type: none"> Unit 3, pg. 318 Growing Into a Good Audience Unit 7, pg. 215 Chicka Chicka Boom Boom Program
e) Repeat simple musical patterns using voice, body, and instruments.		<ul style="list-style-type: none"> Unit 1, pg. 98 Dramatic Play: Music Shop Unit 4, pg. 27 Mammal Rhythm Unit 4, pg. 48 ABB Cereal Necklaces Unit 6, pg. 59 Rhythm Stick Sounds
VIRGINIA MUSIC FOUNDATION BLOCK 3		
Music History and Cultural Context: The child will develop an appreciation of different styles of music.		
a) Understand that music comes from many different places in the world.	<ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird's Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico) 	<ul style="list-style-type: none"> Unit 1, pg. 98 Dramatic Play: Music Shop Unit 2, pg. 233 Mambo Moves



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Music History and Cultural Context: The child will develop an appreciation of different styles of music <i>continued</i> .		
b) Understand that music sounds differently depending on who created it and when it was written.		<ul style="list-style-type: none"> • Music Activities • Unit 1, pg. 98 Dramatic Play: Music Shop
c) Develop an appreciation for different types of music.		<ul style="list-style-type: none"> • Music Activities • Unit 1, pg. 98 Dramatic Play: Music Shop
VIRGINIA MUSIC FOUNDATION BLOCK 4		
Analysis, Evaluation, and Critique: The child will investigate how music is used formally and informally, and engage in multiple visual, aural, and hands-on musical experiences by singing, dancing, and using a variety of materials and instruments.		
a) The child will talk about and compare musical patterns and sounds.		<ul style="list-style-type: none"> • Unit 3, pg. 283 High and Low • Unit 3, pg. 371 Where is Thumbkin: Find the Marble • Unit 5, pg. 140 Grumble, Talk, or Screech Game • Unit 5, pg. 183 Flight of the Bumblebee
b) The child will recognize differences and similarities among music styles.		<ul style="list-style-type: none"> • Music Activities • Unit 1, pg. 98 Dramatic Play: Music Shop • Unit 2, pg. 233 Mambo Moves
c) The child will explore the creation and purpose of music in personal and social life.	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> • Music Activities • Unit 1, pg. 98 Dramatic Play: Music Shop
d) The child will participate in music activities that involve sharing, taking turns, and cooperation.		<ul style="list-style-type: none"> • Music Activities • Unit 1, pg. 98 Dramatic Play: Music Shop • Unit 7, pg. 215 Chicka Chicka Boom Boom Program
e) The child will identify types of music he/she prefers.		<ul style="list-style-type: none"> • Unit 1, pg. 98 Dramatic Play: Music Shop • Unit 5, pg. 188 Insect Walking Sounds
VIRGINIA MUSIC FOUNDATION BLOCK 5		
Aesthetics: The child will listen and respond to recorded and live music performances.		
a) Use the body and motion to express a response to a musical selection.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Music Activities
b) Express a response to a musical selection by using available visual arts supplies.	Waterford encourages everyone to have drawing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, pg. 8 Art Center
c) Use words to describe how a musical selection makes the child feel.		<ul style="list-style-type: none"> • Unit 2, pg. 175 Dancing with Props • Unit 2, pg. 233 Mambo Moves



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIRGINIA STANDARDS FOR THE VISUAL ARTS		
VIRGINIA VISUAL ARTS FOUNDATION BLOCK 1		
Visual Communication and Production: The child will develop an awareness of the mechanics of the visual arts and produce various forms on a regular basis.		
a) Understand that artists create visual arts using many different tools.		<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, pg. 8 Art Center
b) Understand that the visual arts take many forms.		<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, pg. 8 Art Center
c) Use a variety of materials, textures, and tools for producing visual art.	Waterford encourages everyone to have drawing and art materials available for children's creations.	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, pg. 8 Art Center
d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.	Waterford encourages everyone to have drawing and art materials available for children's creations.	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, pg. 8 Art Center
VIRGINIA VISUAL ARTS FOUNDATION BLOCK 2		
Art History and Cultural Context: The child will develop an understanding of the cultural importance of the visual arts.		
a) Understand that all cultures have art that reflects their experiences and identity.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, pg. 8 Art Center
b) Understand that works of art can be a historical record of a certain time period in history.		<ul style="list-style-type: none"> • Unit 7, pg. 146 Artist's Statement
c) Develop an appreciation for the various forms of visual arts.		<ul style="list-style-type: none"> • Visual Arts Activities
VIRGINIA VISUAL ARTS FOUNDATION BLOCK 3		
Analysis, Evaluation, and Critique: The child will respond to the visual arts in a variety of ways using the body and multiple materials.		
a) Use the body to express a response to a work of art.		<ul style="list-style-type: none"> • Unit 7, pg. 146 Artist's Statement
b) Understand that each person responds to and creates works of art in unique ways.		<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, pg. 8 Art Center
c) Use available art supplies to express an individual response to an art form.	Waterford encourages everyone to have drawing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, pg. 8 Art Center



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Analysis, Evaluation, and Critique: The child will respond to the visual arts in a variety of ways using the body and multiple materials <i>continued.</i>		
d) Use words to describe a response or reaction to a visual arts selection.	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody 	<ul style="list-style-type: none"> • Unit 7, pg. 146 Artist's Statement
e) The child will identify types of works of art that he/she prefers.	<ul style="list-style-type: none"> • Squirrel's Sketches 	<ul style="list-style-type: none"> • Introduction, pg. 8 Art Center
VIRGINIA VISUAL ARTS FOUNDATION BLOCK 4		
Aesthetics: The child will examine and express different views and experiences through the visual arts.		
a) Understand that the visual arts express feelings, experiences, and cultures.	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody 	<ul style="list-style-type: none"> • Visual Arts Activities
b) Talk about different kinds of art and recognize the idea, theme, or purpose.		<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, pg. 8 Art Center
c) Create specific works of art based on a common theme, concept, or emotion.	<ul style="list-style-type: none"> • Waterford encourages everyone to have drawing and art materials available for children's creations. 	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, pg. 8 Art Center
d) Collect, compare, and use natural objects and objects made by people.		<ul style="list-style-type: none"> • Introduction, pg. 8 Art Center
e) Understand the purpose of an art museum.		<ul style="list-style-type: none"> • Unit 7, pg. 146 Artist's Statement



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

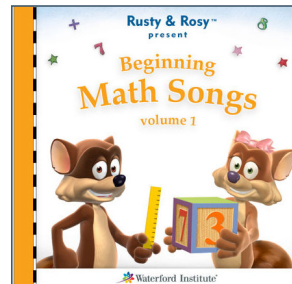
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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

