

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
SmartStart  
and Classroom  
Advantage*

**100%**

*Texas  
Prekindergarten  
Guidelines  
(2015)*

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## *This document provides a detailed correlation of* WATERFORD EARLY LEARNING: SMARTSTART *to* TEXAS PREKINDERGARTEN GUIDELINES (2015).

### 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.](#)*



# TEXAS PREKINDERGARTEN GUIDELINES (2015)

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
<b>I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</b>		
<b>A. SELF CONCEPT SKILLS</b>		
I.A.1. Child is aware of where own body is in space and respects personal boundaries.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 7, Pg. 246 I Know</li> </ul>
I.A.3. Child shows reasonable opinion of his own abilities and limitations.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 7, Pg. 246 I Know</li> </ul>
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	<ul style="list-style-type: none"> <li>Musical Mayhem</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 198 Program Decorations</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 1, Pg. 32 Bunny Cakes Determination</li> </ul>
<b>B. SELF REGULATION SKILLS</b>		
<b>1. Behavior Control</b>		
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 43 Reflection and Dismissal</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>Introduction Pg. 24 Daily Routines</li> </ul>
I.B.1.b. Child takes care of and manages classroom materials.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 19 Birthday Cupcakes</li> <li>Unit 3, Pg. 374 Seed Mosaics</li> <li>Unit 2, Pg. 214 Garbage Elves</li> <li>Unit 1, Pg. 11 Centers Clean-up and Review</li> <li>Unit 1, Pg. 38 Introduction: The Art Center</li> </ul>
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	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"> <li>Unit 4, Pg. 52 What Would Pete the Cat Do?</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 35 I Can Calm Down</li> </ul>

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



## TEXAS PREKINDERGARTEN GUIDELINES (2015)

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Emotional Control</b>		
I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.	Waterford Early Learning's Social Emotional videos demonstrate the connection between emotions and behaviors.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 4 Guess How I'm Feeling</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>
I.B.2.b. Child can communicate basic emotions/feelings.	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Lost and Found</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 74 It's Okay to Say No</li> <li>Unit 4, Pg. 4 Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>
<b>3. Control of Attention</b>		
I.B.3.a. Child sustains attention to personally chosen or routine (teacher directed) tasks until completed.	Children build persistence in Waterford Early Learning with ongoing support and encouragement. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 31 Bunny Cakes</li> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> </ul>
I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 31 Bunny Cakes</li> <li>Story Time Activities</li> </ul>
<b>C. RELATIONSHIPS WITH OTHERS</b>		
I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/ adults.	<ul style="list-style-type: none"> <li>Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	<ul style="list-style-type: none"> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 66 Classroom Helpers</li> <li>Unit 5, Pg. 197 I'm a Helper</li> </ul>
I.C.3. Child shows competence in initiating social interactions.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 6, Pg. 56 Can I Play With You?</li> <li>Introduction, Pg. 11 Dramatic Play Center</li> </ul>



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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. RELATIONSHIPS WITH OTHERS</b> <i>continued</i>		
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 2, Pg. 160 Restaurant</li> </ul>
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	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"> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 I'm a Problem Solver</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>
I.C.6. Child demonstrates empathy and caring for others.	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 We're All Happy</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>
I.C.7. Child interacts with a variety of playmates and may have preferred friends.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Party Time</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
<b>D. SOCIAL AWARENESS SKILLS</b>		
I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 We're All Happy</li> <li>Unit 2, Pg. 202 Kind Kids</li> </ul>
<b>II. LANGUAGE AND COMMUNICATION DOMAIN</b>		
<b>A. LISTENING COMPREHENSION SKILLS</b>		
II.A.1. Child shows understanding by responding appropriately.	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. (ELL) Child shows understanding by following one to two-step oral directions in English.	While interacting with Waterford Early Learning, children listen to and follow multi-step directions. ELL students often thrive due to the scaffolded support and personalized learning practice they receive while interacting with the courseware.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>Introduction, Pg. 21 Supporting Dual Language Learners</li> </ul>



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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. LISTENING COMPREHENSION SKILLS <i>continued</i></b>		
II.A.3. Child shows understanding of the language being spoken by teachers and peers. (ELL) Child shows understanding of the new language being spoken by English-speaking teachers and peers.	Waterford Early Learning provides ELL students with Native Language Support. With this feature enabled, when the student clicks 'Repeat' they hear the instructions repeated in their Native Language followed immediately in English.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Introduction, Pg. 21 Supporting Dual Language Learners</li> </ul>
<b>B. SPEAKING (CONVERSATION) SKILLS</b>		
II.B.1. Child is able to use language for different purposes.	Social Emotional videos model conversations, communicating in play and everyday activities.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 1, Pg. 145 What's in the Bag?</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
II.B.2. Child engages in conversations in appropriate ways.	Social Emotional videos model conversations, communicating in play and everyday activities.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> </ul>
II.B.3. Child provides appropriate information for various situations.	Question and response conversations within Waterford's Social Emotional provide examples for students to ask and answer questions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
II.B.4. Child demonstrates knowledge of verbal conversational rules.	Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 246 Library Field Trip</li> <li>• Unit 7, Pg. 131 I Pay Attention</li> </ul>
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	Social Emotional videos demonstrate appropriate behavior in model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
II.B.6. Child matches language to social contexts.	Social Emotional videos model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 246 Library Field Trip</li> <li>• Unit 7, Pg. 131 I Pay Attention</li> </ul>
<b>C. SPEECH PRODUCTION SKILLS</b>		
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	Waterford Early Learning introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> <li>• Letter Sound Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. SPEECH PRODUCTION SKILLS</b> <i>continued</i>		
II.C.2. Child perceives differences between similar sounding words.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 17 Llama Llama Sounds</li> <li>• Unit 1, Pg. 118 Sound Order</li> </ul>
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. (ELL) Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 118 Sound Order</li> <li>• Unit 1, Pg. 117 Jar Symphony</li> </ul>
<b>D. VOCABULARY SKILLS</b>		
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Adverbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 1, Pg. 44. Getting Acquainted</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 3, Pg. 337 Exploring Water</li> </ul>
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	<ul style="list-style-type: none"> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses. (ELL) Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.).	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Story Time Activities</li> </ul>





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<b>D. VOCABULARY SKILLS</b> <i>continued</i>		
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	Waterford Reading provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 1, Pg. 44. Getting Acquainted</li> </ul>
II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 6, Pg. 102 Sailing Ships</li> <li>• Story Time Activities</li> </ul>
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	ELL students often thrive due to the scaffolded support and personalized learning practice they receive while interacting with the courseware.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 21 Supporting Dual Language Learners</li> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 6, Pg. 102 Sailing Ships</li> </ul>
<b>E. SENTENCES AND STRUCTURE SKILLS</b>		
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider</li> </ul>
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Verbs</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
II.E.3. Child uses sentences with more than one phrase.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider</li> </ul>
II.E.4. Child combines more than one idea using complex sentences.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider</li> </ul>
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 7, Pg. 246 I Know</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. SENTENCES AND STRUCTURE SKILLS <i>continued</i></b>		
II.E.6. (ELL) Child engages in various forms of nonverbal communication with those who do not speak her native language.	<ul style="list-style-type: none"> <li>Song: Sing Around the World</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Introduction, Pg. 21 Supporting Dual Language Learners</li> </ul>
II.E.7. (ELL) Child uses single words and simple phrases to communicate meaning in social situations.	Waterford Early Learning provides students with Native Language Support. With this feature enabled, when the student clicks 'Repeat' they hear the instructions repeated in their Native Language followed immediately in English.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 2, Pg. 181 Introducing Journals</li> </ul>
II.E.8. (ELL) Child attempts to use new vocabulary and grammar in speech.	ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44. Getting Acquainted</li> <li>Unit 2, Pg. 181 Introducing Journals</li> </ul>
<b>III. EMERGENT LITERACY—READING DOMAIN</b>		
<b>A. MOTIVATION TO READ SKILLS</b>		
III.A.1. Child engages in pre-reading and reading-related activities.	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Math Books</li> <li>Science Books (See titles at end of document.)</li> <li>Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 8 Morning Message</li> <li>Story Time Activities</li> </ul>
III.A.2. Child self-selects books and other written materials to engage in prereading behaviors.	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Math Books</li> <li>Science Books (See titles at end of document.)</li> <li>Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> </ul>
III.A.3. Child recognizes that text has meaning.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Letters Make Words</li> <li>Words Tell About the Pictures</li> <li>Picture Story</li> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Math Books</li> <li>Science Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> <li>Unit 1, Pg. 82 Letters Make Words</li> <li>Unit 2, Pg. 242 Pet Store</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. PHONOLOGICAL AWARENESS SKILLS</b>		
III.B.1. Child separates a normally spoken four word sentence into individual words.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mix-up</li> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
III.B.2. Child combines words to make a compound word.	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 16. Listening Activity: Blend Farm Compound Words</li> <li>• Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> </ul>
III.B.3. Child deletes a word from a compound word.	<ul style="list-style-type: none"> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>• Unit 4, Pg. 22 Yankee Doodle: Compound Words</li> </ul>
III.B.4. Child blends syllables into words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 202 Circus Syllables</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul>
III.B.5. Child can segment a syllable from a word.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> </ul>
III.B.6. Child can recognize rhyming words.	<ul style="list-style-type: none"> <li>• Song: Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 2, Pg. 164 The Hungry Thing: Rhyme Play</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter sound /j/</li> <li>• Unit 6, Pg.52 Pairs: Initial sounds and Letter Sound /p/</li> </ul>
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one syllable word with and without pictorial support.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter sound /n/</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>
III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>• Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. ALPHABET KNOWLEDGE SKILLS</b>		
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Distinguish Letters</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• What's Your Name?</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions (Letters A-Z)</li> <li>• Lowercase Letter Introductions (Letters a-z)</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> <li>• Unit 3, Pg. 282 Quack Ball</li> </ul>
III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Offline Letter Sound Activities (a-z)</li> </ul>
III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Offline Letter Sound Activities (a-z)</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. COMPREHENSION OF TEXT READ ALOUD SKILLS</b>		
III.D.1. Child retells or re-enacts a story after it is read aloud.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On: Reading Comprehension</li> </ul>
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Describe Characters</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On: Reading Comprehension</li> <li>• Story Time Activities</li> </ul>
III.D.3. Child asks and responds to questions relevant to the text read aloud.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 4, Pg. 69 Aquarium</li> </ul>
III.D.4. Child will make inferences and predictions about text.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Story Time Activities</li> </ul>
<b>E. PRINT CONCEPTS</b>		
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mix-up</li> </ul>
III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 331 Thank-you Notes</li> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. PRINT CONCEPTS <i>continued</i></b>		
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<ul style="list-style-type: none"> <li>• Songs: Sentence Marks; What is a Sentence?</li> <li>• Sentence Marks</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Journal Activities</li> </ul>
<b>IV. EMERGENT LITERACY—WRITING DOMAIN</b>		
<b>A. MOTIVATION TO WRITE SKILLS</b>		
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>
IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 331 Thank-you Notes</li> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> </ul>
<b>B. WRITING AS A PROCESS</b>		
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/ small group writing activities.	<ul style="list-style-type: none"> <li>• Prewrite: Mapping; Word Bank</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 331 Thank-you Notes</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	<ul style="list-style-type: none"> <li>• Edit: Capitals; End Punctuation</li> <li>• Revise: Add Details; Delete Extra Words; Start Sentences Differently; Use Interesting Words; Stick to the Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
IV. B.3. Child shares and celebrates class-made and individual written products.	Waterford provides teachers with access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Word Processor activities.	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>



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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. CONVENTIONS IN WRITING</b>		
IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	<ul style="list-style-type: none"> <li>• What's Your Name?</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction Pg. 17 Writing Center</li> <li>• Capital and Lowercase Letter Introductions</li> </ul>
IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Distinguish Letters</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> <li>• Journal Activities</li> </ul>
IV.C.3. Child independently uses letters to make words or parts of words.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Alphabet Review</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Journal Activities</li> </ul>
IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 331 Thank-you Notes</li> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
IV.C.5. Child begins to experiment with punctuation when writing.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Introduction, Pg. 17 Writing Center</li> </ul>
<b>V. MATHEMATICS DOMAIN</b>		
<b>A. COUNTING SKILLS</b>		
V.A.1. Child knows that objects, or parts of an object, can be counted.	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 5, pg. 200 Counting in a Circle</li> </ul>
V.A.2. Child uses words to rote count from 1 to 30.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs (See titles at end of document.)</li> <li>• Order Numbers</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 271 What Comes Next</li> <li>• Introduce and Count Activities</li> </ul>



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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. COUNTING SKILLS <i>continued</i></b>		
V.A.3. Child counts 1- 10 items, with one count per item.	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 73 Read and Write 1 (Activities for Numbers 1-10)</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 2, Pg. 243 Central Park Board Game</li> </ul>
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Order Numbers</li> <li>• Number Line</li> <li>• Number Chart</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 34 Counting and Attendance</li> <li>• Unit 1, Pg. 150 Counting</li> <li>• Introduce and Count Number Activities</li> </ul>
V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Number Recognition and Sense</li> <li>• Make and Count Groups</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Counting and Attendance</li> <li>• Introduce Number Activities</li> <li>• Introduce and Count Number Activities</li> </ul>
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Counting and Attendance</li> <li>• Unit 2, Pg. 234 Number Books 1-5</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Introduce and Count Number Activities</li> </ul>
V.A.7. Child uses the verbal ordinal terms.	<ul style="list-style-type: none"> <li>• Song: Ordinals</li> <li>• Ordinal Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Moving Target-Dots</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 248 Hidden Counters Game</li> <li>• Unit 2, Pg. 160 Counting On</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 226 Five Frame Match</li> <li>• Unit 1, Pg. 40 Math: Same Two</li> </ul>





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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. COUNTING SKILLS <i>continued</i></b>		
V.A.9. Child recognizes one-digit numerals, 0–9.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs (See titles at end of document.)</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Activities</li> <li>• Introduce and Count Number Activities</li> </ul>
<b>B. ADDING TO/TAKING AWAY SKILLS</b>		
V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition</li> <li>• Books: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Dominoes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 1, Pg. 128 Introduce Number 4</li> </ul>
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Circus Subtraction</li> <li>• Books: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 3, Pg. 280 Counting Backwards</li> </ul>
V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.	<ul style="list-style-type: none"> <li>• Song: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Make and Count Groups</li> <li>• More Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>C. GEOMETRY AND SPATIAL SENSE SKILLS</b>		
V.C.1. Child names common shapes.	<ul style="list-style-type: none"> <li>• Song: Shapes, Shapes, Shapes; Corners and Sides; Kites</li> <li>• Book: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 377 Shape Hunt</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> </ul>
V.C.2. Child creates shapes.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 4, Pg. 28 Classroom Block Party</li> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. GEOMETRY AND SPATIAL SENSE SKILLS <i>continued</i></b>		
<p>V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).</p>	<ul style="list-style-type: none"> <li>• Song: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Next, Last</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> </ul>
<p>V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.</p>	<ul style="list-style-type: none"> <li>• Song: Congruent Parts</li> <li>• Congruence</li> <li>• Similar Figures</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 377 Shape Hunt</li> <li>• Unit 3, Pg. 368 Shape Mural</li> </ul>
<b>D. MEASUREMENT SKILLS</b>		
<p>V.D.1. Child recognizes and compares heights or lengths of people or objects.</p>	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Length</li> <li>• Tall and Short</li> <li>• Order Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> </ul>
<p>V.D.2. Child recognizes how much can be placed within an object.</p>	<ul style="list-style-type: none"> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<p>V.D.3. Child informally recognizes and compares weights of objects or people.</p>	<ul style="list-style-type: none"> <li>• Song: Large, Larger, Largest</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Order Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 209 Exploring Weight</li> </ul>
<p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p>	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 7 Schedule</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. CLASSIFICATION AND PATTERNS SKILLS</b>		
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<ul style="list-style-type: none"> <li>• Songs: Same and Different; All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Similar Figures</li> <li>• Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 5, Pg. 155 Vertebrates Sort and Review</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> </ul>
V.E.2. Child collects data and organizes it in a graphic representation.	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> </ul>
V.E.3. Child recognizes and creates patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB, ABB, ABC</li> <li>• Logic Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 39 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg., 59 ABC Patterns</li> </ul>
<b>VI. SCIENCE DOMAIN</b>		
<b>A. PHYSICAL SCIENCE SKILLS</b>		
VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.	<ul style="list-style-type: none"> <li>• Song: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See</li> <li>• Size</li> <li>• Length</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Solid and Liquid</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 2, Pg. 176 Smell Survey</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. PHYSICAL SCIENCE SKILLS</b> <i>continued</i>		
VI.A.2. Child observes, investigates describes and discusses position and motion of objects.	<ul style="list-style-type: none"> <li>• Song: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Next, Last</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> </ul>
VI.A.3. Child uses simple measuring devices to learn about objects.	<ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
VI.A.4. Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
<b>B. LIFE SCIENCE SKILLS</b>		
VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 89 Fish Moves</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> </ul>



## TEXAS PREKINDERGARTEN GUIDELINES (2015)

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. LIFE SCIENCE SKILLS <i>continued</i></b>		
VI.B.2. Child describes life cycles of organisms.	<ul style="list-style-type: none"> <li>• Song: Plants are Growing</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> </ul>
VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See; Seasons</li> <li>• Book: That's What I Like, A Book About Seasons</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Desert</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?</li> </ul>
<b>C. EARTH AND SPACE SCIENCE SKILLS</b>		
VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 342/346 The Water Cycle: Parts 1 &amp; 2</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
VI.C.2. Child identifies, observes, and discusses objects in the sky.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon, Precipitation</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 6, Pg., 43 Mixing Colors: Stars, Planets, and Meteors</li> </ul>



## TEXAS PREKINDERGARTEN GUIDELINES (2015)

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. EARTH AND SPACE SCIENCE SKILLS <i>continued</i></b>		
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That’s What I Like, A Book About Seasons</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 279 Shadow Theater</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>
<b>VII. SOCIAL STUDIES DOMAIN</b>		
<b>A. PEOPLE, PAST AND PRESENT SKILLS</b>		
VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Books: Seeing Fingers; In the Rain; Jose Three; Fourteen Camel Caravan; Mine</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> </ul>
VII.A.2. Child identifies similarities and differences in characteristics of families.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three</li> <li>• My Family</li> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> </ul>
VII.A.3. Child connects their life to events, time, and routines	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 5 Attendance</li> <li>• Unit 3, Pg. 358 Families Have Stories</li> </ul>



## TEXAS PREKINDERGARTEN GUIDELINES (2015)

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. ECONOMIC SKILLS</b>		
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Book: Whatever the Weather</li> <li>• Food From Plants</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 373 Farm to Table</li> </ul>
VII.B. 2. Child demonstrates understanding of what it means to be a consumer.	<ul style="list-style-type: none"> <li>• Book: Follow the Apples</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Farm to Table</li> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> </ul>
VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative to help develop skills needed to be responsible classroom citizens.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 328 We All Have Jobs</li> <li>• Unit 3, Pg. 345 Which Hat is Best?</li> </ul>
<b>C. GEOGRAPHY SKILLS</b>		
VII.C.1. Child identifies and creates common features in the natural environment.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Desert</li> <li>• Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
VII.C.2. Child explores geography tools and resources	<ul style="list-style-type: none"> <li>• Sing Around the World song</li> <li>• Songs: Colors, Colors; One Antenna, Two Antenna; A Bird Sang in the Tree; Days of the Week; Inchworm; Little Chicks; A Very Big Name; On the Bridge of Avignon; The Painted Rooster; Mountain Rabbit; The Sandman; The Bird's Voice; The Flower of My Youth; Everybody Loves a Saturday Night; Catch Him Just for Fun; Little Snowball Bush of Mine; Head, Shoulders, Knees, and Toes; Wake Up; Oh Welcome My Friends; I Touch My Nose Like This; An Ox Kissing a Fox; I Am a Zebra</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> </ul>



# TEXAS PREKINDERGARTEN GUIDELINES (2015)

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. CITIZENSHIP SKILLS</b>		
VII.D.1. Child identifies flags of the United States and Texas.	<ul style="list-style-type: none"> <li>Songs: Inchworm; The Bird's Voice; Egg on a Queen; Head, Shoulders, Knees, and Toes; Wake Up; An Ox Kissing a Fox; I Am a Zebra</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 48 Flag On The Moon</li> <li>Introduction, Pg. 6 Plan Your Space</li> </ul>
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.		<ul style="list-style-type: none"> <li>Introduction, Pg. 24 Daily Routines</li> <li>Unit 1, Pg. 7 Schedule</li> </ul>
VII.D.3. The child engages in voting as a method for group decision-making.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 48 Flag On The Moon</li> <li>Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> </ul>
<b>VIII. FINE ARTS DOMAIN</b>		
<b>A. ART SKILLS</b>		
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	Waterford Reading encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 7, Pg. 235 Rain Sticks</li> <li>Unit 3, Pg. 363 Fire Painting</li> <li>Unit 3, Pg. 374 Seed Mosaics</li> </ul>
VIII.A.2. Child uses art as a form of creative self-expression and representation.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 146 Artist's Statement</li> </ul>
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 154 Gallery Talk</li> <li>Unit 3, Pg. 318 Growing Into A Good Audience</li> </ul>
<b>B. MUSIC SKILLS</b>		
VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	<p>Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books</li> <li>Sing Around the World Songs</li> <li>ABC Songs</li> <li>Sound Songs</li> <li>Vowel Songs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 6, Pg. 22 Find the Beat</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> </ul>
VIII.B.2. Child responds to different musical styles through movement and play.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 367 Animal Beat</li> <li>Unit 2, Pg. 175 Dancing With Props</li> </ul>





# TEXAS PREKINDERGARTEN GUIDELINES (2015)

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. DRAMATIC EXPRESSION SKILLS</b>		
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Various Dramatic Play Activities</li> </ul>
<b>IX. PHYSICAL DEVELOPMENT DOMAIN</b>		
<b>A. GROSS MOTOR DEVELOPMENT SKILLS</b>		
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Circus School</li> </ul>
IX.A.2. Child coordinates sequence of movements to perform tasks.	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238. Surfing the Waves</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
<b>B. FINE-MOTOR DEVELOPMENT SKILLS</b>		
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Pencil Grip</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	The daily use of a touch pad or mouse develops eye-hand coordination skills.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 1, Pg. 57 Cooking Apples Investigation</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> </ul>
<b>C. PERSONAL SAFETY AND HEALTH SKILLS</b>		
IX.C.1. Child practices good habits of personal safety.	<ul style="list-style-type: none"> <li>• Song: Storms</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>• Unit 1, Pg. 127 Construction Site</li> <li>• Unit 7, Pg. 231 Water Safety</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 5, Pg. 246 Library Field Trip</li> <li>• Unit 2, Pg. 166 Safe Smelling</li> </ul>
IX.C.2. Child practices good habits of personal health and hygiene.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs; We All Exercise</li> <li>• Build Knowledge: The Germs</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. PERSONAL SAFETY AND HEALTH SKILLS <i>continued</i></b>		
IX.C.3. Child identifies good habits of nutrition and exercise.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
<b>X. TECHNOLOGY APPLICATIONS DOMAIN</b>		
<b>A. TECHNOLOGY AND DEVICES SKILLS</b>		
X.A.1. Child opens and navigates through digital learning applications and programs.	Children select the Waterford icon to begin their session. While interacting with Waterford Early Learning courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touchpad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 30 SmartStart Orientation: The Portal Screen</li> </ul>
X.A.2. Child uses, operates, and names a variety of digital tools.	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touchpad, monitor).	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 SmartStart Orientation</li> <li>• Unit 1, Pg. 30 SmartStart Orientation: The Portal Screen</li> </ul>
X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.	Many activities in Waterford offer children choices and encourages them to express their own ideas. Two examples: Color or Make a Scene, to review letter name, shape, and sound, and Create Your Own Environment in the study of environments.	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 216 Digital Program</li> <li>• Unit 7, Pg. 244. Weather Report</li> </ul>
X.A.4. Child uses technology to access appropriate information.	Children access Waterford by selecting the desktop icon. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 30 SmartStart Orientation: The Portal Screen</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 6, Pg. 117 Digital Safety</li> </ul>
X.A.5. Child practices safe behavior while using digital tools and resources.	Waterford is mindful of screen time and the session ends after the recommended 15 minutes of instruction.	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 117 Digital Safety</li> </ul>

## 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

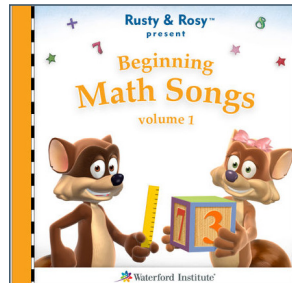
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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

