

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Nevada  
Pre-Kindergarten  
Standards 2010*

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NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>MATHEMATICS</b>	
<b>STANDARD 1.0: NUMBERS, NUMBER SENSE &amp; COMPUTATION</b>	
1.PK.3a Recognize and read numerals 0-5.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Math Books</li> <li>(See titles at end of document.)</li> </ul>
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Bug Bits</li> <li>• Match</li> </ul>
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	<ul style="list-style-type: none"> <li>• Match</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
1.PK.4a Count to 10.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Number Instruction</li> </ul>
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Counting Songs</li> </ul>
1.PK.5 Use concrete objects to combine and separate groups up to 5.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>
<b>STANDARD 2.0: PATTERNS, FUNCTIONS &amp; ALGEBRA</b>	
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> </ul>
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB).	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
2.PK.3 Compare sets of objects. Determine which set has more or less.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than</li> <li>• Less Than</li> <li>• More Than, Fewer Than</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 3.0: MEASUREMENT</b>	
3.PK.1 Compare objects by size to determine smaller and larger.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>
3.PK.4 Sort pennies and nickels.	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Coin Identification</li> </ul>
3.PK.6 Identify day and night.	<ul style="list-style-type: none"> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>
<b>STANDARD 4.0: SPATIAL RELATIONSHIPS, GEOMETRY AND LOGIC</b>	
4.PK.1a Identify circles, triangles, and squares.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Book: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
4.PK.1b Begin to recognize two and three dimensional shapes in the environment.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Book: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air; The Circus Came to Town</li> <li>• Position</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Next, and Last</li> <li>• First, Middle, Last</li> </ul>
<b>STANDARD 5.0: DATA ANALYSIS</b>	
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SCIENCE</b>	
<b>STANDARD: NATURE OF SCIENCE-SCIENTIFIC INQUIRY AND SCIENCE, TECHNOLOGY, &amp; SOCIETY</b>	
N.PK1.a Observe their world.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Science Investigation</li> </ul>
N.PK1.b Ask questions about their world.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
N.PK.2 Share ideas with others.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
N.PK.3 Use tools safely to observe and explore different objects/environments.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
N.PK.4 Use patterns to predict or sort items.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Weather</li> <li>• Sort</li> </ul>
N.PK.5 Students work in small groups and share ideas with others regarding to science related activities.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD: EARTH &amp; SPACE SCIENCE—ATMOSPHERIC PROCESSES AND THE WATER CYCLE; SOLAR SYSTEM &amp; UNIVERSE; EARTH’S COMPOSITION &amp; STRUCTURE</b>	
E.PK.1 Observe and identify weather from day to day.	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>
E.PK.2 Observe and identify water in different states.	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Water</li> <li>• Book: Water is All Around</li> <li>• Solid and Liquid</li> <li>• Water</li> </ul>
E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky.	<ul style="list-style-type: none"> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>
E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).	<ul style="list-style-type: none"> <li>• Sort</li> <li>• Materials</li> </ul>
<b>STANDARD: PHYSICAL SCIENCE—MATTER AND FORCES &amp; MOTION AND ENERGY</b>	
P.PK.1 Sort objects according to observable properties (e.g., by shape and color).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> </ul>
P.PK.2 Explore and demonstrate how objects move.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario’s Neighborhood</li> <li>• Push and Pull</li> </ul>
P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
P.PK.4 Investigate how objects react when placed in water.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
P.PK.5 Identify hot and cold.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD: LIFE SCIENCE—HEREDITY; STRUCTURE OF LIFE; ORGANISMS AND THEIR ENVIRONMENT; DIVERSITY OF LIFE	
L.PK.1 Investigate animals and their offspring.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> </ul>
L.PK.2 Explore and identify a variety of animals and plants.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Invertebrates; Plant or Animal; I Am Part of All I See</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> </ul>
L.PK.3 Identify humans, animals, and plants.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Invertebrates; Plant or Animal; I Am Part of All I See</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> </ul>
L.PK.4 Use the five senses to explore and investigate the natural world.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD: LIFE SCIENCE—HEREDITY; STRUCTURE OF LIFE; ORGANISMS AND THEIR ENVIRONMENT; DIVERSITY OF LIFE <i>continued</i></b>	
L.PK.5 Identify the basic need for air, water and food.	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Book: Everybody Needs to Eat</li> <li>• Food From Plants</li> <li>• Water</li> </ul>
L.PK.6 Identify animals and their homes.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Invertebrates</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Invertebrates</li> <li>• Worms</li> </ul>
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> </ul>
L.PK.8 Observe living and non-living things on Earth.	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> </ul>
<b>LANGUAGE AND EARLY LITERACY</b>	
<b>STANDARD 1.0: WORD ANALYSIS</b>	
1.PK.1 Identify words that rhyme.	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
1.PK.2 Identify the beginning sound of own name.	<ul style="list-style-type: none"> <li>• What's Your Name?</li> <li>• Initial Sound</li> <li>• Letter Sound</li> </ul>
1.PK.3 Identify letters in own name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• What's Your Name?</li> <li>• Alphabet Introduction</li> <li>• Name That Letter</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 1.0: WORD ANALYSIS <i>continued</i></b>	
1.PK.4 Recognize environmental print and symbols.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.5 Demonstrate awareness that print carries a message.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
<b>STANDARD 2.0: READING STRATEGIES</b>	
2.PK.1 Identify the front cover of the book and know how to turn the pages when reading.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
2.PK.2 Ask questions or make comments pertinent to the story being read.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>
2.PK.3 Identify pictures to aid in comprehension.	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• Picture Clues</li> </ul>
<b>STANDARD 3.0: LITERARY TEXT</b>	
3.PK.1 Retell a story with the aid of pictures, props, or a book.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Sum Up, Remember Order</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
3.PK.5 Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooley Mud; Lumpy Mush; The Swing; The Germs; Legs; Lost Socks</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
3.PK.6 With assistance, listen and respond to words with tone (e.g., poems and finger plays).	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooley Mud; Lumpy Mush; The Swing; The Germs; Legs; Lost Socks</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
3.PK.7 With assistance, listen and discuss stories from different cultures and eras.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
3.PK.8 Predict what will happen next in a story.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• What Comes Next?</li> </ul>
3.PK.9 Listen to age-appropriate material that makes connections to self and the world around them.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>



NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 4.0: EXPOSITORY TEXT</b>	
4.PK.1 Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Real and Make-believe</li> </ul>
4.PK.5a Recall information from an event, text, or picture related to self and the world around them.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Connect to Me</li> <li>• Picture Clues</li> </ul>
4.PK.5b Respond to or ask a question about an event, text, or picture.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Connect to Me</li> <li>• Picture Clues</li> </ul>
4.PK.7 With teacher assistance, follow, a simple pictorial direction.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 5.0: EFFECTIVE WRITING</b>	
5.PK.1 Experiment with writing tools and materials in response to information.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
5.PK.2a Experiment with beginning techniques for using various writing materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
5.PK.2b Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> </ul>
5.PK.4a Use letter-like approximation to write name and/or other words or ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• What’s Your Name?</li> </ul>
5.PK.4b Attempt, with a model, to spell own first name.	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• What’s Your Name?</li> </ul>
5.PK.4c Attempt, with a model, to write the first letter of first name using the capital letter.	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• What’s Your Name?</li> </ul>
<b>STANDARD 6.0: TYPES OF WRITING</b>	
6.PK.1 Experiment with writing tools and materials to communicate.	Waterford encourages everyone to have writing and art materials available for children’s creations.
6.PK.2 Experiment with writing tools and materials in response to a familiar experience.	Waterford encourages everyone to have writing and art materials available for children’s creations.
6.PK.4 Experiment with writing tools and materials in response to literature.	Waterford encourages everyone to have writing and art materials available for children’s creations.
6.PK.5 Share drawings with others as a response to an expository text.	Waterford encourages everyone to have writing and art materials available for children’s creations.
6.PK.6 Share ideas and opinions for class writing.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
6.PK.7 Dictate words, phrases, or sentences to an adult recording on paper.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
6.PK.9a Organize ideas, through group discussion, with teacher assistance for the purpose of group research.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 6.0: TYPES OF WRITING</b> <i>continued</i>	
6.PK.9b Identify and explore an area of interest.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
6.PK.9c Use, with teacher assistance, a variety of sources to obtain information.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 7.0: LISTENING</b>	
7.PK.1a Listen for a variety of purposes with increasing attention span.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
7.PK.1b Listen to and follow a two-step oral direction with the use of formal and informal language.	Children interacting with Waterfordare constantly listening to input and responding with choices, often following multi-step, oral directions.
7.PK.2 Listen and respond appropriately to stories and group discussions.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Find an Answer</li> </ul>
7.PK.3 Listen with increasing attention span to gain new vocabulary.	<ul style="list-style-type: none"> <li>• Vocabulary Introduction</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
7.PK.5 Engage in conversation and sometimes follow conversational rules.	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.
<b>STANDARD 8.0: SPEAKING</b>	
8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.	Waterfordintroduces letter sounds with instruction demonstrating position of the lips and tongue to form the sound correctly and clearly.
8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.	Waterfordactivities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
8.PK.3b Speak in complete sentences using at least three words.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> <li>• Sentences</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 8.0: SPEAKING <i>continued</i></b>	
8.PK.4a Initiate conversation and respond to others.	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.
8.PK.4b Share ideas and information from personal and share group experiences.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
8.PK.4c Ask and answer simple questions.	Question and response conversations within Waterford’s Social Emotional videos provide examples for students to ask and answer questions.
8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences.	<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>
<b>SOCIAL STUDIES</b>	
<b>STANDARD H1: PEOPLE, CULTURES, AND CIVILIZATIONS</b>	
H1.PK.1 Children begin to complete simple tasks together.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> </ul>
H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
H1.PK.3 Share information about their family practices, customs, and culture	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD H2: NATION BUILDING &amp; DEVELOPMENT</b>	
H2.PK.1 Begin to recognize that problems can occur in groups.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD H3: SOCIAL RESPONSIBILITY &amp; CHANGE</b>	
H3.PK.1 Begin to understand that differences exist between home and school.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD G5: THE WORLD IN SPATIAL TERMS</b>	
G5.PK.1 Identify direction and location (e.g., up/down and above/below).	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> </ul>
<b>STANDARD G6: PLACES &amp; REGIONS</b>	
G6.PK.1 Identify different areas of the classroom and home.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
G6.PK.2 Begin to recognize characteristics that make them unique.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three; Grandpa’s Great Athlete</li> </ul>
G6.PK.3 Identify numbers and letters related to his/her address.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Letter Pictures</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD G7: HUMAN SYSTEMS</b>	
G7.PK.1 Begin to understand that people move to other places.	<ul style="list-style-type: none"> <li>• Book: Moving Day</li> </ul>
<b>STANDARD G8: ENVIRONMENT &amp; SOCIETY</b>	
G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>
<b>STANDARD EC9: THE MARKET ECONOMY</b>	
Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).	<ul style="list-style-type: none"> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
Ec9.PK.2 Demonstrate the role of different jobs in the community.	<ul style="list-style-type: none"> <li>• Books: Follow the Apples; Mr. Mario's Neighborhood</li> </ul>
<b>STANDARD EC10: THE US ECONOMY AS A WHOLE</b>	
Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>STANDARDS EC11: THE DYNAMIC ECONOMY</b>	
Ec10.PK.1 Decide between two choices involving classroom resources.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>STANDARD C13: CITIZENSHIP AND THE LAW (RULES &amp; LAWS, RIGHTS, RESPONSIBILITIES, SYMBOLS)</b>	
C13.PK.1 Follow classroom and school rules.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
C13.PK.2 Participate in group decision making.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>STANDARDS C16: GLOBAL RELATIONS</b>	
C16.PK.1 Identify their teacher and peers by name.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>SOCIAL EMOTIONAL</b>	
<b>STANDARD 1.0: SELF-CONFIDENCE</b>	
1.PK.1a Make independent choices from diverse interest centers or activities.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
1.PK.1b Select materials to use for individual expression.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Mama's Melody</li> <li>• Party Time</li> </ul>
1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	Engaging activities and consistent support throughout Waterfordhold children's attention as they concentrate on each task.

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 2.0: SELF-DIRECTION</b>	
2.PK.1a Separate easily from parents(s)/caregivers(s)/significant adult(s).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2.PK.1b Move through routines and activities with minimal adult/teacher direction.	Children follow directions and routines independently as they progress through the Waterfordsequence of activities.
2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2.PK.3a Use toys and materials with care.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the property of others as well as their own.
2.PK.3b Clean up or put away toys and materials when finished.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 3.0: IDENTIFICATION AND EXPRESSION OF FEELINGS</b>	
3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Squirrel’s Blocks</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Soup’s On!</li> <li>• My Family</li> <li>• Papa’s Thumb</li> <li>• Lost Keys</li> </ul>
3.PK.2a Express feelings, needs or wants in appropriate ways.	Waterford’s 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.”
3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Papa’s Thumb</li> <li>• Noisy Children</li> </ul>
<b>STANDARD 4.0: INTERACTIONS WITH OTHER CHILDREN AND ADULTS</b>	
4.PK.1a Demonstrate appropriate affection for teachers and friends.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
4.PK.1b Express common courtesy to others (e.g., saying “thank you”, “please” and “excuse me”, or passing a plate of cookies).	Waterford’s Central Park characters model courteous behavior and use “Please” and “Thank you” throughout the Social Emotional videos.
4.PK.1c Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have the bike when I am finished”).	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.
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
4.PK.1e Be able to say and respond to first and last name.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
4.PK.1f Be able to say parent’s or caregiver’s name.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 5.0: PRO-SOCIAL BEHAVIORS</b>	
5.PK.1a Play independently.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
5.PK.1b Play in pairs and small groups.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
5.PK.1c Engage in dramatic play.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
5.PK.1d Initiate play, or enter into play with a group of children already playing.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
5.PK.2a Participate in cooperative groups to complete a task	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
5.PK.2b Take turns with teacher support.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
5.PK.2c Share some of the time.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>STANDARD 6.0: ATTENDING AND FOCUSING SKILLS</b>	
6.PK.1a Attend to a task for at least 10 minutes.	Engaging activities and consistent support throughout Waterfordhold children’s attention as they concentrate on each task.
6.PK.1b Move on to next activity without exhibiting signs of stress.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
6.PK.1c Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.
6.PK.1d Demonstrate ability to delay gratification to complete a larger task.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>CREATIVE EXPRESSION</b>	
<b>STANDARD 1.0: CREATIVE THINKING—APPROACHES TO LEARNING THROUGH CREATIVITY</b>	
1.PK.1 Use a variety of approaches to solving problems.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 2.0: CREATIVE THINKING—APPROACHES TO LEARNING THROUGH MOTIVATION AND PERSISTENCE</b>	
2.PK.1 Select progressively more challenging tasks.	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready. Free Play allows them to choose activities after their lesson is completed.
2.PK.2a Demonstrate ability to delay gratification to complete a larger task.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Party Time</li> </ul>
2.PK.3 Demonstrate persistence by trying again when faced with challenges.	Waterfordhelps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
<b>STANDARD 3.0: CREATIVE THINKING—MAKING CONNECTIONS</b>	
3.PK.1 Combine objects in a variety of ways.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
3.PK.2 Categorize experiences, people and ideas in a variety of ways.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
3.PK.3 Create stories and scenarios by combining experiences and ideas.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 1.0: MUSIC AND MOVEMENT—SINGING</b>	
1.PK.1 Make a variety of sounds with their voices.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.2 Create and sing chants.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
1.PK.3b Select and recognize a variety of songs from diverse cultures.	<ul style="list-style-type: none"> <li>• 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)</li> </ul>





NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 2.0: MUSIC AND MOVEMENT—PLAYING INSTRUMENTS</b>	
2.PK.1 Play and identify a variety of musical instruments.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2.PK.2 Participate in a rhythm instrument band.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2.PK.4 Accompany simple music with rhythm instruments or clapping.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 3.0: MUSIC AND MOVEMENT—IMPROVISATION</b>	
3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 6.0: MUSIC AND MOVEMENT—LISTENING</b>	
6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>
<b>STANDARD 7.0: MUSIC AND MOVEMENT—EVALUATION</b>	
7.PK.2 Demonstrate a preference in music.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 8.0: MUSIC AND MOVEMENT—APPLICATION TO LIFE</b>	
8.PK.2 Demonstrate math and language skills while participating in music.	<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>
<b>STANDARD 9.0: MUSIC AND MOVEMENT—CULTURAL AND HISTORICAL CONNECTIONS</b>	
9.PK.1 Experience music from different cultures.	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<b>STANDARD 10.0: MUSIC AND MOVEMENT—CROSS-CURRICULAR</b>	
10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Over, Under, and Through</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> </ul>
10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
10.PK.1c Respond to changes in tempo.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>



NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 1.0: DRAMATIC PLAY</b>	
1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.2a Make up new roles from experiences and familiar stories.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>
1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> </ul>
1.PK.7 Use dress-up clothes or costumes and other props in dramatic play.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 2.0: DRAMATIC PLAY</b>	
2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Make Comparisons</li> </ul>
2.PK.2 Imitate roles observed in child’s life experiences.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 3.0: DRAMATIC PLAY</b>	
3.PK.3 Differentiate between pretend and real.	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> </ul>
<b>STANDARD 4.0: DRAMATIC PLAY</b>	
4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Describe Characters</li> </ul>
<b>STANDARD 5.0: DRAMATIC PLAY</b>	
5.PK.1 Use music, movement, and visual arts in dramatic play.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 1.0: VISUAL ARTS—KNOWLEDGE</b>	
1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child’s creation without a model.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>STANDARD 2.0: VISUAL ARTS—CONTENT</b>	
2.PK.4 Identify color, shape, and texture through art experiences.	<ul style="list-style-type: none"> <li>• Song: Colors, Colors</li> <li>• Red, Yellow, and Blue</li> <li>• Color Practice</li> </ul>
<b>STANDARD 3.0: VISUAL ARTS—CONTENT</b>	
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>STANDARD 4.0: VISUAL ARTS—CONTEXT</b>	
4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>STANDARD 5.0: VISUAL ARTS—INTERPRETATION</b>	
5.PK.1 Recognize their own and others’ artwork.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Party Time</li> </ul>
5.PK.2 Demonstrate respect for the artwork of others.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
5.PK.3 Describe or respond to their own creative work or the creative work of others.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Party Time</li> </ul>
<b>STANDARD 6.0: VISUAL ARTS—CROSS-CURRICULAR</b>	
6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
6.PK.2 Use visual arts in dramatic play, music, and movement activities.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>	
<b>STANDARD 1.0: DEVELOPMENT OF MOTOR SKILLS</b>	
1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	<ul style="list-style-type: none"> <li>• Songs: Verbs; Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>STANDARD 2.0: MOVEMENT FORMS</b>	
2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2.PK.3 Balance on one foot for at least five seconds.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 3.0: DANCE</b>	
3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 4.0: HEALTH ENHANCING LIFESTYLE</b>	
4.PK.1 Engage in daily moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>STANDARD 5.0: PERSONAL RESPONSIBILITY</b>	
5.PK.1 Participate appropriately during physical activities.	<ul style="list-style-type: none"> <li>• Song; Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
5.PK.2 Demonstrate turn taking and cooperation during physical activities.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 6.0: FINE MOTOR SKILLS</b>	
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).	The use of Waterford requires children to manipulate a mouse or touch pad developing hand-eye coordination. Children also must practice writing letters and words.
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. Children also must practice writing letters and words.
<b>STANDARD 1.0: CORE CONCEPTS—HEALTH PROMOTION/DISEASE PREVENTION</b>	
1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul>
1.PK.3 Identify healthy foods.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> <li>• Dinner Time</li> </ul>
1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
1.PK.8 Identify the basic need for air, water, and food.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: Everybody Needs to Eat</li> <li>• Water</li> <li>• Care of Water</li> </ul>
<b>STANDARD 3.0: SELF-MANAGEMENT</b>	
3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Party Time</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Papa’s Thumb</li> <li>• Lost Keys</li> </ul>
3.PK.3 Identify potential hazards at home, school, and community, etc.).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>STANDARD 5.0: INTERPERSONAL COMMUNICATION</b>	
5.PK.1 Seek adult assistance when injured and/or ill.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</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



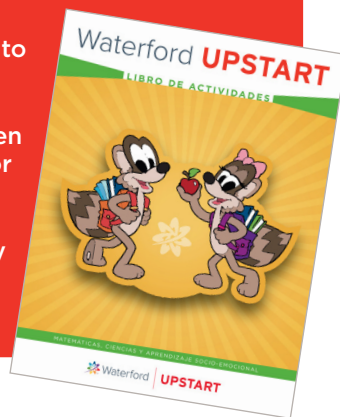
## FAMILY ENGAGEMENT RESOURCES

Family Engagement Resources are constantly being created, updated, and modified according to the needs of Waterford UPSTART families. Please visit [Waterford Mentor](#) to see the most current resources and activities.

### WATERFORD MENTOR

[Waterford Mentor](#) is a secure website where Waterford UPSTART families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.

The Waterford UPSTART Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford UPSTART Activity Book are available online at Waterford Mentor.



Waterford Mentor is available online and in the Waterford Mentor app (for iOS and Android).

### SAMPLE ACTIVITIES

Families can find the following resources—and many more—at Waterford Mentor. These resources are also available in Spanish.

#### Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

#### Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

#### Language and Literacy

Waterford's Five Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

#### Books (coming soon in Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, Goopy Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

### CONTINUAL DEVELOPMENT

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