

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
SmartStart  
and Classroom  
Advantage*

**100%**

*South Dakota  
Early Learning  
Guidelines 2016*

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SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APPROACHES TO LEARNING DOMAIN (AL)</b>		
<b>CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS</b>		
<b>Goal AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them.</b>		
Share discoveries with a trusted person when reunited with that person at a later time.	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>	
Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others.	<ul style="list-style-type: none"> <li>• Song: 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; Where in the World Would You Go Today?</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> </ul>
Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> </ul>
Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Capital Letter Introductions</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks.</b>		
Ask questions and wonder about things that interest them (ask questions about future events, describe changes they notice in the seasons).	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; That's What I Like, A Book About Seasons; I Can't Wait</li> <li>• Science Investigation</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 44 Getting Acquainted</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>
Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used previously to explore something new).	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>

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<b>Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks <i>continued</i>.</b>		
Use what they know from past experience to understand a current situation (get an umbrella to go outside because it is raining).		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 4, Pg. 86 Fish Investigation</li> <li>• Unit 5, Pg. 219 Spider Webs</li> </ul>
<b>INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE</b>		
<b>Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks.</b>		
Demonstrate increasing independence, initiative, self-direction, and purpose when making choices. (“I’m going to the block area to make a track for my race car.”)	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 198 Program Decorations</li> </ul>
Demonstrate self-help skills, independently identifying and seeking things they need to complete activities or carry out play scenarios (gather supplies and create a sign for the block building they created).	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Party Time</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 28 SmartStart Orientation</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
Set simple goals that extend over time, make plans and put effort into following through. (“Let’s make a rocket ship. We need blocks.”)	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> </ul>
Move independently to another activity once their current activity is completed.	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> </ul>

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<b>Goal AL-4: Children are engaged and maintain focus in play and everyday tasks.</b>		
Consistently remain engaged in self-directed activities (finishes a card they chose to make for a loved one).	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided 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>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
Sometimes able to ignore irrelevant information when focusing on a task (sorting buttons by color regardless of shape).		<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Center Activities</li> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>Unit 7, Pg. 142 Weight</li> </ul>
<b>Goal AL-5: Children persist at challenging activities in play and everyday tasks.</b>		
Persists in working to complete tasks, trying different ways until successful (when a block tower falls, try putting the blocks together in a different way to build the tower again).	Waterford helps children build persistence by allowing them to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. Support provided within each activity 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. 32 Train My Brain: Determination</li> <li>Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	<ul style="list-style-type: none"> <li>Observe a Simple System</li> <li>Plants</li> <li>Healthy Plants’ Need</li> <li>Plant Experiment</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>Unit 3, Pg. 365 Seed Investigation</li> </ul>
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later)	Waterford helps children build persistence by allowing them to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. Support provided within each activity 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. 80 Pairs</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 4, Pg. 112 I Can Book</li> </ul>
Seek help and work cooperatively with others to complete a challenging activity (ask and work with peers to build a block bridge across the water table).	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>

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<b>RISK-TAKING, PROBLEM-SOLVING, FLEXIBILITY, AND RESILIENCY</b>		
<b>Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.</b>		
Expand their sense of self-reliance.		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> </ul>
Approach new experiences independently.		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 1, Pg. 28 SmartStart Orientation</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Ask to participate in new experiences that they have observed or heard about.		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
Independently seek new challenges.		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Demonstrate resiliency and coping skills when faced with challenges (after spilling paint on their favorite shirt are able to help clean up and continue painting).	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Lost and Found</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 4, Pg. 112 I Can Book</li> </ul>
<b>Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.</b>		
Describe the steps they will use to solve a problem.		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Apply their prior knowledge to evaluate different strategies for solving a problem.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 68 Dramatic Play: Garage</li> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks <i>continued</i>.</b>		
Explain how they reasoned and solved a problem to another person.	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 2, Pg. 161 Popcorn Number Match</li> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
Demonstrate satisfaction or delight when solving a problem or completing a task.	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 2, Pg. 232 Wash the Tables!</li> <li>Unit 2, Pg. 240 I’m Responsible</li> <li>Unit 4, pg. 112 I Can Book</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>Unit 7, Pg. 246 I Know</li> </ul>
Exhibit flexibility in considering alternative suggestions offered by others	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 3, Pg. 350 Friday Story: the Perfect Square</li> </ul>
Quickly recover from setbacks when working and playing with others.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot’s Basket</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> </ul>
<b>PLAY AND IMAGINATION</b>		
<b>Goal AL-8: Children engage in increasingly complex play.</b>		
Develop and sustain more complex pretend play themes in cooperation with peers.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>
Use more complex and varied language to share ideas and influence others during play.	Activities provide opportunities for students to use words and phrases acquired through conversation. to read and be read to, and to respond to texts. <ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Choose to use new knowledge and skills during play (add features to pretend play scene related to class project, write list, build a structure like that displayed in a book they have read).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>
Demonstrate their cultural values and “roles” through play (uses a blanket as a shawl while dancing).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.</b>		
Plan pretend play scenarios and use or create a variety of roles, props, or tools to bring them to life.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>
Use materials or actions in increasingly varied, creative, and resourceful ways to represent experiences or ideas.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> </ul>
Develop creative solutions in play and daily situations.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> </ul>
Make up stories, songs or dances for fun during play.	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> <li>• Baby’s Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (SED)</b>		
<b>DEVELOPING A POSITIVE SENSE OF SELF</b>		
<b>Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.</b>		
Use detail to describe positive feelings about themselves, their physical characteristics, what they can do, and what they have accomplished in a variety of areas.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
Express preferences and explain reasons for choices.	<ul style="list-style-type: none"> <li>• Book: Lumpy Mush</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
Express awareness that they are members of different groups (family, clan, preschool class).	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
<b>DEVELOPING RELATIONSHIPS</b>		
<b>Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks.</b>		
Seek out and accept help from trusted adults as needed for emotional support, approval, assistance, social interaction, and help solving problems.		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>



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<b>Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks <i>continued</i>.</b>		
Build and strengthen positive relationships with new teachers or caregivers over time.		<ul style="list-style-type: none"> <li>• Reflection and Dismissal Activities</li> <li>• Unit 3, Pg. 275 Trusted Adults</li> <li>• Unit 6, Pg. 10 Please and Thank You</li> </ul>
Use language effectively to converse with familiar adults, to ask for help, or to do something.		<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks.</b>		
Demonstrate social skills when interacting with other children (turn taking, conflict-resolution, sharing).		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Form and maintain friendships with other children of diverse cultural backgrounds, abilities, and genders.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Can name qualities that make a good friend.		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Have effective back-and-forth conversations, negotiate, and plan with other children.		<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks <i>continued</i>.</b>		
Play, interact, and make decisions collaboratively with other children in pairs and small groups (work on project together, exchange ideas).		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, Pg. 178 Fox In a Box</li> </ul>
Express respect and caring for all people, celebrating similarities and differences among people of all abilities and cultures.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 318 Growing Into a Good Audience</li> <li>• Unit 6, Pg. 10 Please and Thank You</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>SELF-REGULATION AND PRO-SOCIAL BEHAVIORS</b>		
<b>Goal SED-4: Children demonstrate self-regulation, prosocial behaviors, and participate cooperatively as members of a group in play and everyday tasks.</b>		
Demonstrates pro-social behaviors, participate in routines, and transition smoothly from one activity to the next with minimal support.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Soup’s On!</li> <li>• Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> <li>• Schedule Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> </ul>
Make requests clearly and effectively most of the time.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Balance their own needs with those of others in the group most of the time.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 74 It’s Okay to Say No</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal SED-4: Children demonstrate self-regulation, prosocial behaviors, and participate cooperatively as members of a group in play and everyday tasks <i>continued</i>.</p>		
<p>Anticipate consequences of their actions and plan ways to solve problems effectively, with a small amount of guidance and support.</p>	<p>Waterford’s social-emotional learning encourages children to “Stop, Think, and Choose.” Family Engagement Resources, such as “Telling the Truth” or “Role Play” provide situations for practicing problem solving strategies. Children begin to understand that their actions have consequences.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
<p>Use a variety of strategies to solve conflicts with increasing independence and show greater understanding of when to bring a problem to an adult.</p>	<p>Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 13 We’re All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<p>Defend self while respecting the rights of others.</p>	<p>Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative as children learn to respect others’ rights as well as their own.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 74 It’s Okay to Say No</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 6, Pg. 10 Please and Thank You</li> </ul>
<p>Play independently, in pairs, and cooperatively in small groups.</p>	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Soup’s On!</li> <li>• Party Time!</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 7, Pg. 178 Fox In a Box</li> </ul>
<p>Initiate play and know how to enter into a group of children who are already involved in play.</p>	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<p>Show social support through encouraging words or actions. (“I’ll be your friend.”)</p>	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks</b>		
Use increasingly more complex vocabulary to express their feelings, as well as to identify the emotions of others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> <li>• Musical Mayhem</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> </ul>
Describe reasons for their feelings that may include thoughts and beliefs as well as outside events. ("I'm happy because I wanted to win and I did.").	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• It's Not Fair!</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. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
Manage emotions, control impulses, and delay gratification with minimal support, coming up with possible problem-solving strategies and solutions for managing their frustrations, calming, and regulating themselves.	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>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottle</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
<b>Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</b>		
Communicate understanding, empathy, and support for others' feelings.	<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. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
Show awareness that their behavior can affect the feelings of others. ("I didn't mean to hurt you when I threw that.")	<ul style="list-style-type: none"> <li>• Party Time!</li> <li>• Perfect Present</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 7, Pg. 184 Consequence Game</li> </ul>
Choose to act in ways that show respect for others' feelings and points of view most of the time (complement each other during play, work out conflicts, show respect for opinions expressed by others).	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks <i>continued</i>.</b>		
Recognize that everyone has emotions and that other people may not feel the same way they do about everything.		<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> </ul>
<b>COMMUNICATION, LANGUAGE, AND LITERACY DOMAIN (CLL)</b>		
<b>COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT</b>		
<b>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.</b>		
Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges.	Waterford's social-emotional videos model multiple back and forth conversations, initiated and responded to by different characters.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
Participate in a group discussion, making comments and asking questions related to the topic.	Question and response conversations within Waterford's social-emotional videos provide examples as characters ask and answer relevant questions.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Dramatic Play Activities</li> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 6 Learning/Listening Rug Rules</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Follow multi-step directions that contain details. ("Please go to your room, find your blue shirt and put the dirty one in the laundry basket.")	While interacting with Waterford, children listen to and frequently follow multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center/SmartStart Orientation</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Appreciate and use humor.	<ul style="list-style-type: none"> <li>• Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.</b>		
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).		<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> <li>Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul>
Speak clearly enough to be understood by most people, although may make some pronunciation errors.	Waterford introduces letter sounds with instruction demonstrating the positions of the lips and tongue to form sounds correctly and clearly.	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, Pg. 6 Learning/Listening Rug Rules</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions.	<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 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
<b>Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</b>		
Use an increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts).	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Journal Activities</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> <li>Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>Unit 6, Pg. 42 Opposites and Letter Sound /o/</li> </ul>
Tell real or imaginary personal stories with more detail.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
Independently sing or create their own songs, chants, and rhymes.	<p>Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program. Children are often asked to sing along.</p> <ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 26 Singing the Alphabet</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary <i>continued</i> .		
Act out defined roles and storylines in dramatic play with back-and-forth dialogue with each other.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>
Uses new subject-specific words after repeated exposure to meaningful experiences and vocabulary (after playing in the block area with an adult, using ramps and balls, talks about ramps and inclines).	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> <ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
Infer the meaning of new words from the context in which they are used (figuring out the correct names for two new foods when the adult says, “Today we’re having tortillas with beans and empanadas with sauce” by distinguishing between the beans and sauce).		<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 155 Vertebrate Sort and Review</li> </ul>
Name other words for objects and actions (synonyms such as walk and stroll) and accurately choose the most appropriate term from two similar words. (“It’s not just warm, it’s burning hot!”)	<ul style="list-style-type: none"> <li>• Songs: Synonym Tree; Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
Put similar words into categories (hat, mitten, coat, boot).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Name common opposites for some words.	<ul style="list-style-type: none"> <li>• Book: Opposites</li> <li>• Opposites</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 204 Dragons Love Tacos: Tasting Activity</li> <li>• Unit 6, Pg. 42 Opposites and Letter Sound /o/</li> <li>• Unit 6, Pg. 46 Listening Activity: Opposites Onset-Rime</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FOUNDATIONS FOR READING</b>		
Goal CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.		
Engage in reading behaviors independently with increased focus for longer periods of time.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Demonstrate motivation, interest and enjoyment in reading books and other printed materials, acting out stories while engaged in play independently and with others.	<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</li> <li>(See titles at end of document.)</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Listen to and discuss increasingly complex story books, information books, and poetry.	<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</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Identify a variety of print resources, including books, magazines, invitations, and cards, as well as e-books and other electronic media if available.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Point to title of book when asked after adult has read title and author.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen, and the name of the title, author, and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>



SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.		
Retell a story from a familiar book and relate it to real-life experiences, with prompting and support from an adult.	<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>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Make predictions of next steps in a story.	<ul style="list-style-type: none"> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Name two or more similarities and differences between two characters, their experiences, or settings, when prompted by an adult.	<ul style="list-style-type: none"> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Use informational texts and other media to learn about the world, infer from illustrations, ask questions, and talk about the information.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Use knowledge of the world to make sense of more challenging texts.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Relate personal experiences to an increasing variety of events described in familiar and new books.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>
Ask more focused and detailed questions about a story or the information in a book.	<ul style="list-style-type: none"> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Give a reason for liking, or not liking, a story or book.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>

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<p>Goal CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and discover that they can get meaning from print.</p>		
<p>Hold a book upright while turning pages one by one from front to back.</p>	<p>Online Picture Story books feature animation that simulates pages turning one by one, from front to back, as the narrator sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the highlighted text. Example: Jack and Jill</p> <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<p>Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 7, Pg. 226 Letter Sound /s/</li> </ul>
<p>Run their finger under or over print as they pretend to read text, with prompting and support from an adult.</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Print Directionality is an example that includes a graphic of a hand running a finger over print as the narrator reads. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<p>Recognize own first name in print and that of some friends.</p>	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
<p>Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled "blocks").</p>	<p>Picture Story nursery rhyme activities—such as “All the Pretty Horses,” “The Bus,” “My Valentine,” and “Polly, Put the Kettle On”—include a rebus feature. Children can select the rebus illustration to see the word and select the word again to see the illustration.</p>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CLL-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.</p>		
<p>Show joy in playing with the sounds of language, repeating songs, poems, finger plays, and rhymes, occasionally adding their own rhymes.</p>	<p>Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program. Children are often asked to sing along.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination</li> </ul>
<p>Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g., clapping out each syllable of pup-py, di-no-saur).</p>	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Listening Activity: Name Syllables</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> </ul>
<p>Repeat familiar songs, rhymes, and phrases from favorite storybooks.</p>	<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> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination</li> <li>• Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme</li> <li>• Discrimination</li> </ul>
<p>Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.</p>	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/</li> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>
<p>Listen and respond to conversations with adults and other children during play.</p>	<p>Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning/Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 17 Listening Song</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CLL-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness <i>continued</i>.</p>		
<p>Listen attentively to books and stories.</p>	<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</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<p>Goal CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.</p>		
<p>Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 82 Baby's Birthday: Short and Long Words and Letter Sound /b/</li> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/</li> </ul>
<p>Recognize and name at least half of both upper and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them.</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 5, Pg. 178 Green Eggs and Ham</li> </ul>
<p>Make some sound-to-letter matches, using letter name knowledge. (Notice the letter "b" with a ball and say, "ball," say, "a-a-apple.")</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 5, Pg. 182 Hair: Syllable Blend and Letter Sound /h/</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> <li>• Unit 5, Pg. 232 Here Kitty, Kitty: Position Words and Letter Sound /k/</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle <i>continued</i>.</b>		
Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
<b>FOUNDATIONS FOR WRITING</b>		
<b>Goal CLL-9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication.</b>		
Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>
Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate their thoughts, stories, and experiences for an adult to write.	<ul style="list-style-type: none"> <li>Letters Make Words</li> <li>Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Morning Message Activities</li> <li>Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>Unit 1, Pg. 54 Morning Meeting</li> </ul>
Independently engage in writing behaviors for various purposes (write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>
Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers and other electronic devices.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Introduction, Pg. 10 Computer Center</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> </ul>
<b>Goal CLL-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.</b>		
Use a variety of writing tools and materials with increasing precision.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>
Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal CLL-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills <i>continued</i> .		
Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What’s Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Try to connect the sounds in spoken words with letters in the written word. (Write “M” and say, “This is Mommy.”)	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel’s Sound Song</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>• Introduction, Pg. 17 Writing Center</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Journal Activities</li> </ul>
Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LEARNING NEW LANGUAGES</b>		
Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.		
Name at least one example of a language other than their home language.	<ul style="list-style-type: none"> <li>Sing Around the World Songs are sung in English, then repeated in the language of the country represented. 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>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“goodbye” in Spanish) or use sign language to express a greeting.	<ul style="list-style-type: none"> <li>Sing Around the World Songs are sung in English, then repeated in the language of the country represented. “Oh Welcome My Friends” offers the greeting “Shalom.” Build Knowledge: Noise? What Noise?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
Play with sounds and intonation of new languages as well as their home language.	<ul style="list-style-type: none"> <li>Sing Around the World Songs are sung in English, then repeated in the language of the country represented.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> <li>Listening Activities</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language <i>continued</i>.</p>		
<p>Identify names of common objects in the environment in a language other than their home language.</p>	<ul style="list-style-type: none"> <li>Sing Around the World Songs are sung in English, then repeated in the language of the country represented. 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>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
<p><b>COGNITIVE DEVELOPMENT DOMAIN (CD)</b></p>		
<p><b>CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING</b></p>		
<p>Goal CD-1: Through their explorations, play, and social interactions children use their senses to discover and construct knowledge about the world around them.</p>		
<p>Intentionally explore objects, tools, and materials and make simple comparisons about their properties (compare the weight of two objects on a balance scale).</p>	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Science Tools</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 2, Pg. 176 Smell Survey</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 141 Tool Workshop</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 170 Exploring Weight</li> </ul>



SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CD-1: Through their explorations, play, and social interactions children use their senses to discover and construct knowledge about the world around them <i>continued</i>.</p>		
<p>Express knowledge gathered through their senses using play, art, language, and other forms of representation in a way that communicates their thoughts to others (dance like a thunderstorm).</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 117 Jar Symphony</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 144 Mixing Potions</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>
<p>Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a make-believe story was not real).</p>		<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 198 Program Decorations</li> </ul>
<p>Organize and use information through matching, grouping, and sequencing.</p>	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Order Size</li> <li>• First, Next, and Last</li> <li>• Match</li> <li>• Matching</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> </ul>
<p>Goal CD-2: Through their explorations, play, and social interactions children recall information and apply it to new situations and problems.</p>		
<p>Demonstrate their ability to apply what they know about everyday experiences to new situations.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 5, Pg. 219 Spider Webs</li> </ul>
<p>Describe past events in order, including details or personal reactions.</p>	<ul style="list-style-type: none"> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> <li>• Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
<p>Describe how a past event relates to something happening currently or in the future. (“We found worms at Grandpa’s, too!”)</p>		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 5, Pg. 186 Journal Prompt: I Got Help When...</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-2: Through their explorations, play, and social interactions children recall information and apply it to new situations and problems <i>continued</i>.</b>		
Make predictions about what will happen and explain their thinking.	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 365 See Investigation</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Try to solve problems they have solved in the past in new ways, using what they have learned.	Waterford 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. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Introduce detailed or complex ideas or actions into play, based on previous knowledge or experience.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> </ul>
Use reasoning to come to conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 1, Pg. 138 Crunchy and Soggy Snack</li> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 2, Pg. 195 Taste and Smell Activity</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
<b>Goal CD-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>		
Compare differences between pretend and real experiences; use language to identify pretend or make-believe situations. ("That's a pretend story.")	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Read-Along Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Story Time Activities</li> </ul>
Express understanding that others may have different thoughts, beliefs, or feelings than their own. ("I like ketchup and you don't.")		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CD-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions <i>continued</i>.</p>		
<p>Use language to describe their thinking processes with adult support.</p>		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
<p>Explain how they draw conclusions based on evidence they have gathered.</p>	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> <li>• Plants</li> <li>• Plant Experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</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>
<p><b>MATHEMATICAL THINKING AND EXPRESSION</b></p>		
<p>Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.</p>		
<p>Rote count by ones to 20 with increasing accuracy.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Attendance Activities</li> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 235 Number Books 1-5</li> <li>• Unit 3, Pg. 271 What Comes Next?</li> <li>• Unit 4, Pg. 102 Read and Write 6</li> <li>• Unit 5, Pg. 248 Read and Write 9</li> </ul>
<p>Look at a group of up to 5 objects and quickly see and say, or sign the number of objects.</p>	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> </ul>
<p>With guidance and support, match numerals 1-5 to sets of objects.</p>	<ul style="list-style-type: none"> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
<p>Count the number of items in a group of up to 10 objects and know that the last number tells how many.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• Match Numbers</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 5, Pg. 200 Counting in a Circle</li> </ul>



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<p>Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare <i>continued</i>.</p>		
<p>Use fingers, objects, and drawings to show adding and taking away up to 5.</p>	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; Circus Subtraction; Subtract Those Cars; Bakery Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 252 Find One More</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<p>Explore simple addition with support. (When adding a group of 3 and a group of 2, counts, keeping track on fingers, “One,</p>	<ul style="list-style-type: none"> <li>• two, three...” and then counts on, “Four, five!”)</li> </ul>	
<p>Verbally count backward from 5 using fingers and use that skill to subtract a given number. (When asked how many would be left if we took 2 fingers away, counts, “Five, four, three!”)</p>	<ul style="list-style-type: none"> <li>• Songs: Counting Backward; Circus Subtraction; Subtract Those Cars; Bakery Subtraction</li> <li>• Books: A Space Adventure; Five Delicious Muffins</li> <li>• Count Down</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 280 Counting Backwards</li> <li>• Unit 7, Pg. 229 Build One Less</li> </ul>
<p>Recognize numerals up to 10 and attempt to write them during play and daily activities.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 12 Math Center</li> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> </ul>
<p>Use and understand the terms “first” through “fifth” and “last” in their play and daily activities. (“The engine is first, and the caboose is last.”)</p>	<ul style="list-style-type: none"> <li>• Order Numbers</li> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<p>Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.</p>		
<p>Create 2-dimensional shapes and 3-dimensional structures to create symmetry (are the same on both sides) or to represent real-world objects. (“We are building a castle and we need a round block for the tunnel.”)</p>	<ul style="list-style-type: none"> <li>• Songs: Marmot Shapes; Kites; Shapes, Shapes, Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Symmetry</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>



## SOUTH DAKOTA EARLY LEARNING GUIDELINES 2016

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes <i>continued</i>.</p>		
<p>Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using descriptive and geometric attributes. (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”)</p>	<ul style="list-style-type: none"> <li>• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 377 Shape Hunt</li> </ul>
<p>Recognize that a shape remains the same shape when it changes position.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>
<p>Take a shape apart to make new shapes, such as finding two triangles in a square.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>
<p>Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.</p>		
<p>Identify and use measurements tools, such as ruler, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes).</p>	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Science Tools</li> <li>• Length</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<p>Directly compare more than two objects by size, length, or weight. (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).</p>	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Large, Larger, Largest</li> <li>• Size</li> <li>• Length</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<p>Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color).</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> </ul>
<p>Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest).</p>	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 243 Central Park Board Game</li> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>

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<p>Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects <i>continued</i>.</p>		
<p>Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least.</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>
<p>Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in nature. (“Look, that zebra has a white stripe, black stripe, white stripe, black stripe!”)</p>	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
<p>Goal CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.</p>		
<p>Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.</p>		<ul style="list-style-type: none"> <li>• Introduction, Pg. 12 Math Center</li> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<p>Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).</p>	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Make and Count Groups</li> <li>• One-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<p>Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack differently colored blocks to represent classmates’ answers to a survey question).</p>	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB; ABB; ABC</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 12 Math Center</li> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

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<p><b>Goal CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems <i>continued</i>.</b></p>		
<p>Begin to explain how a mathematical problem was solved. (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”)</p>	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Make and Count Groups</li> <li>• One-to-one correspondence</li> <li>• Patterns</li> <li>• Pattern AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<p>Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest.</p>	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• One-to-one Correspondence</li> <li>• Bug Bits</li> <li>• Length</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>
<p><b>SCIENTIFIC EXPLORATION AND KNOWLEDGE</b></p>		
<p><b>Goal CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world.</b></p>		
<p>Demonstrate respect, wonder and appreciation for the environment by participating in activities that help to care for the environment. With support explain that their actions and actions of others can change the environment (gathering cans for recycling, planting trees).</p>	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap; I Am Part of All I See</li> <li>• Pollution and Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> </ul>
<p>Take responsibility for the care of living things (independently feed pet as daily chore, water plant when leaves drop, help weed vegetable garden).</p>	<ul style="list-style-type: none"> <li>• Books: Mela’s Water Pot; Everybody Needs to Eat Water</li> <li>• Healthy Plants Needs</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> </ul>

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<p>Goal CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world <i>continued</i>.</p>		
<p>Describe basic things plants and animals need to live and grow (sunlight, water, food). Identify changes that take place over time.</p>	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Plant or Animal; Food From Plants</li> <li>• Books: That’s What I Like, A Book About Seasons; Everybody Needs to Eat</li> <li>• Food From Plants</li> <li>• Plants</li> <li>• Water</li> <li>• Sun</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Invertebrates</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
<p>Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> </ul>
<p>Provide simple rationale for future movement and speed of an object based on past experience. (“Last time I made the ramp really high the marble went really fast.”)</p>	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>
<p>Observe and use words to describe physical changes and their possible causes, such as solid turning to liquid.</p>	<ul style="list-style-type: none"> <li>• Song: Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>



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<p>Goal CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world <i>continued</i>.</p>		
<p>Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound).</p>	<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>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 5, Pg. 174 Invertebrates</li> </ul>
<p>Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon; Four Seasons;</li> <li>• Precipitation</li> <li>• Book: That's What I Like, A Book About Seasons</li> <li>• Weather</li> <li>• Sun</li> <li>• Moon</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, 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<p>Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p>		
<p>Represent what they learn during their scientific explorations through drawing, 3-D models, diagrams, movement, or other methods.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 6, Pg. 27 Digesting Food</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> </ul>
<p>Identify the five senses as ways they can learn more about the world and uses their senses to do so.</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 1, Pg. 117 Jar Symphony</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 144 Mixing Potions</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>

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<p>Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations <i>continued</i>.</p>		
<p>Use an increasing variety of tools to investigate the world around them, solve problems, and complete tasks, extending what they can observe and do through their senses alone (measuring tools, magnifying glasses, balance, prism, droppers)</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> </ul>
<p>Compare objects, materials, and phenomena by observing and describing their physical characteristics.</p>	<ul style="list-style-type: none"> <li>• Make Comparisons</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 138 Crunchy and Soggy Snack</li> <li>• Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<p>Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).</p>	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
<p>Make predictions, providing a rationale based on past experiences and then carry out simple investigations to test their predictions. Gather data and communicate simple conclusions (with adult support, predict which objects will sink or float, make two column chart labeled by picture of object sinking and another floating, and draw the objects in appropriate columns after observing which ones sink).</p>	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> <li>• Plant Experiment</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> </ul>
<p>Follow a simple visual plan or model to construct something new.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations <i>continued</i>.</p>		
<p>Make adjustments to their constructions or creations to improve function, stability, or appearance.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Introduction, Pg. 16. Science Center</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<p>Use scientific process words (predict, experiment, compare, measure) and scientific content words (plant, animal, magnet, weather) in discussions during science experiences.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Magnets</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
<p>Use the computer and other technology, if available, to explore how their actions can cause an effect.</p>	<p>While interacting with Waterford, children become familiar with technology and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center/SmartStart Orientation</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 216 Digital Program</li> </ul>
<p><b>SOCIAL STUDIES, FAMILY, AND COMMUNITY CONNECTIONS</b></p>		
<p>Goal CD-10: Through their explorations, play, and social interactions, children demonstrate an understanding of relationships, roles, and what it means to be a participating member of their families and the diverse groups/communities they belong to.</p>		
<p>Talk about a wide circle of family members and other people important to the family, their relationships to each other, and their shared experiences.</p>	<ul style="list-style-type: none"> <li>• Books: Grandpa’s Great Athlete; Family Vacation</li> <li>• My Family</li> <li>• Come Inside</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<p>Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions in a way that demonstrates their understanding of the roles.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> </ul>
<p>Identify themselves as individuals and as belonging to a family, as well as other groups such as their preschool class or faith community).</p>	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• My Family</li> <li>• Come Inside</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>



## SOUTH DAKOTA EARLY LEARNING GUIDELINES 2016

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-10: Through their explorations, play, and social interactions, children demonstrate an understanding of relationships, roles, and what it means to be a participating member of their families and the diverse groups/communities they belong to <i>continued</i>.</b>		
View themselves as contributing members of various groups with both rights and responsibilities (share, take turns, follow rules, take responsibility for simple jobs)	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 2, Pg. 240 I’m Responsible</li> </ul>
Participate in creating and following expectations/rules and routines.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> </ul>
Demonstrate confidence in expressing individual opinions and thoughts, while respecting those of others.		<ul style="list-style-type: none"> <li>Unit 4, Pg. 74 It’s Okay to Say No</li> <li>Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> </ul>
<b>Goal CD-11: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.</b>		
Name several similarities and differences between themselves and others as well as benefits of those similarities and differences.	<ul style="list-style-type: none"> <li>Song: Same and Different</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 6, Pg. 14 Picturing My Body</li> <li>Unit 7, Pg. 170 Exploring Weight</li> </ul>
Show acceptance of differences through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).	<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>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>



## SOUTH DAKOTA EARLY LEARNING GUIDELINES 2016

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CD-11: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others <i>continued</i>.</p>		
<p>Demonstrate an understanding that there are diverse families and backgrounds and all have value (talk positively about how other children have different family structures than their own; share family traditions/ routines, ask questions to learn about the traditions of others).</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<p>Demonstrate respect for the thoughts and opinions of others, even when different from their own.</p>		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> </ul>
<p><b>CREATIVE ARTS AND EXPRESSION</b></p>		
<p>Goal CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.</p>		
<p>Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design individually and collaboratively, including drawings, paintings, collages, and sculptures.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> </ul>
<p>Describe experiences, ideas, emotions, people, and objects represented in their artwork.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
<p>Draw or build representations of familiar people, places, and new understandings from topics of study with a variety of materials.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<p>Plan and act out scenes based on books, stories, everyday life, and imagination alone or with others, creating and engaging in increasingly detailed and extended scenarios in their dramatic play.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama <i>continued</i>.</b>		
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening, and using musical instruments.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program. Children are often asked to clap to the beat or sing along.	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 1, Pg. 17 Listening Song</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> </ul>
Recall and imitate patterns of beat, rhythm, tempo, and dynamics of music, as they create expressive movements or participate in movement activities.	<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 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 367 Animal Beat</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>
<b>Goal CD-13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.</b>		
Show appreciation for a variety of art, including that of their own culture and community, as well as others.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> <li>• Drama and Storytelling Activities</li> <li>• Music Activities</li> <li>• Visual Arts Activities</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
Participate in and use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly. ("We need a stage for our puppet show.")		<ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 2, Pg. 256 Polly's Tea</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> <li>• Unit 7, Pg. 198 Program Decorations</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Demonstrate value and respect for their own artwork and that of their peers.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>HEALTH AND PHYSICAL DEVELOPMENT DOMAIN (HPD)</b>		
<b>PHYSICAL HEALTH AND GROWTH</b>		
<b>Goal HPD-1: Children develop healthy eating habits.</b>		
Demonstrate willingness to try new healthy foods and make nutritious eating choices independently and with support.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 319 Plant Part Salad</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
Regulate food consumption based on their own feelings of hunger and fullness		<ul style="list-style-type: none"> <li>Snack Activities</li> </ul>
Given a selection of familiar foods, identify which foods are nutritious and which are not.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> </ul>
Talk about variety and serving size of foods needed to be healthy, naming some foods and beverages that help to build healthy bodies.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> </ul>
<b>Goal HPD-2: Children engage in active physical play indoors and outdoors.</b>		
Communicate ways exercise keeps us healthy and makes us feel good.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	<ul style="list-style-type: none"> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Dance &amp; Movement Activities</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Transition independently from active to quiet activities most of the time.		<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottle</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Develop strength and stamina by increasing their amount of play and activity, using more muscles for longer periods of time.	<ul style="list-style-type: none"> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Dance &amp; Movement Activities</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal HPD-3: Children develop healthy sleeping habits.</b>		
Communicate ways sleep keeps us healthy and makes us feel good.	<ul style="list-style-type: none"> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Independently start and participate in sleep routines most of the time, including listening to calming songs and/or stories.	<ul style="list-style-type: none"> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Stay awake and alert except during voluntary nap time.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Center Activities</li> <li>• Dance &amp; Movement Activities</li> <li>• Dramatic Play Activities</li> </ul>
<b>MOTOR DEVELOPMENT</b>		
<b>Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.</b>		
Demonstrate stability, flexibility, and balance while performing complex movements by standing on one foot, turning, stretching, bending, hopping, balancing on beams, jumping, and moving to music.		<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 Dramatic Play: Circus School</li> </ul>
Demonstrate more coordination of upper and lower body when, throwing, catching, kicking, bouncing objects, swinging, and hitting objects with racquets or paddles.		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
Move quickly through the environment and be able to both change directions and stop (run fast, pedal fast).		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 7, Pg. 178 Fox In a Box</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Show awareness of own body in relation to other people and objects while moving through space. When asked, can move in front of, beside, or behind someone or something else.	<ul style="list-style-type: none"> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>



SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment <i>continued</i>.</b>		
Participate in play and movement activities and describe how physical activity contributes to their overall health (“Exercise helps make me strong!”).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
<b>Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.</b>		
Engage in complex hand-eye coordination activities and play with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads).	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 5, Pg. 219 Spider Webs</li> </ul>
Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
Draw and write figures with more detail (faces with features, letters, or letter-like forms).	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Participate in self-help skills, such as buttoning, zipping, snapping and pouring.		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
<b>SELF-CARE, SAFETY, AND WELL-BEING</b>		
<b>Goal HPD-6: Children develop personal hygiene and selfcare skills.</b>		
Dress and undress themselves independently.		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, flushing, throwing tissues away.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal HPD-6: Children develop personal hygiene and selfcare skills <i>continued</i>.</b>		
Help with meal and snack preparation.		<ul style="list-style-type: none"> <li>• Snack Activities</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 5, Pg. 243 Worm Cups</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
Describe the value of good health practices to their well-being (wash hands to get rid of germs, drink milk to build strong bones).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Avoid Germs and Prevent Illness</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 6, Pg. 54 Germs</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> </ul>
<b>Goal HPD-7: Children use safe behaviors and personal safety practices with support from adults.</b>		
Identify, avoid, and alert other children to potentially dangerous behaviors, such as keeping a safe distance from swings.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
With support, show how to respond safely in emergency situations, such as fire or tornado, and in the presence of strangers or dangerous objects. Recognize basic safety symbols, such as poison symbols.		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 339 Emergency!</li> </ul>
Know how and when to alert adults to dangerous situations or in an emergency, including in public places, such as a store, identifying people who may be able to help them.		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> <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



## SUPPORT

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

## 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 Piñata 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)

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

## SONGS

### Beginning Math Songs

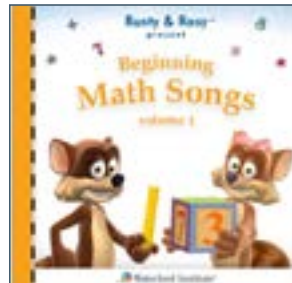
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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; Bicky 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



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## 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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](http://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.