

# CURRICULUM *Correlation*



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<b>APPROACHES TO LEARNING</b>		
<b>STANDARD 1: THE CHILD DEMONSTRATES POSITIVE ATTITUDES, HABITS, AND LEARNING STYLES.</b>		
<b>A. Demonstrates an eagerness and interest in learning.</b>		
1. Chooses to participate in a variety of activities, tasks, and play areas.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 2, Pg. 188 Full Buckets</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
2. Shares ideas and asks questions.	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
3. Enters into cooperative play with other children.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 246 I Touch My Nose Like This</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. 249 Friendship</li> </ul>
<b>B. Develops and expands listening skills.</b>		
1. Follows simple oral directions.	Children interacting with Waterford SmartStart are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.	<ul style="list-style-type: none"> <li>Unit 1, pg. 4 Arrival and Toy Time</li> <li>Unit 3, pg. 274 This Little Piggy: Stand Up Sentences</li> <li>Unit 4, pg. 70 Introduce and Count Zero</li> </ul>
2. Identifies sounds heard.	<ul style="list-style-type: none"> <li>Common Sounds</li> <li>What Do You Hear?</li> <li>Animal Sounds</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 105 Pouring Sounds</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
3. Responds to and mimics sounds.	Waterford activities, such as Letter Sound Instruction, ask children to "Say it with me!", and are repetitive with "One more time!" Activities demonstrate sound and ask children to repeat the sound or sounds they hear.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
<b>C. Takes care of materials.</b>		
1. Makes appropriate use of materials.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others, as well as their own.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 2, Pg. 240 I'm Responsible</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Takes care of materials <i>continued</i>.</b>		
Knows where supplies and materials are kept and assists with clean-up.	<b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>• What Would You Do?</li> <li>• This Belongs to a Friend</li> <li>• Garbage Elves</li> <li>• Guess My Rule</li> <li>• Clean Up Together</li> </ul>	<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> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
<b>D. Demonstrates self-direction and independence.</b>		
1. Makes choices and stays with an activity for a reasonable length of time once a choice is made.	Engaging activities throughout Waterford SmartStart hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity that 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. 6 Learning</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 34 Counting and Attendance</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play with assistance, and asks for assistance when needed.	<ul style="list-style-type: none"> <li>• Books: The Germs; Whatever the Weather</li> </ul> <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
3. Follows routines upon entering and leaving the play space, playground, learning centers, etc.	<b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Guess My Rule</li> <li>• Clean Up Together</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 29 Reflection and Dismissal</li> <li>• Unit 1, Pg. 40 Snack</li> <li>• Unit 1, Pg. 54 Morning Meeting</li> </ul>
<b>E. Demonstrates increasing ability to set goals. Develops and follows through on plans.</b>		
1. Increases ability to organize him/her self and materials.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>• Unit 5, Pg. 134 Dinosaur Dig</li> </ul>
2. Increases understanding of a task as a series of steps.	Children are often asked to follow a sequence of steps to complete an activity.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. Demonstrates increasing ability to set goals. Develops and follows through on plans <i>continued</i>.</b>		
3. Follows through to complete tasks and activities.	Engaging activities throughout Waterford SmartStart hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity that 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 1, Pg. 34 Counting and Attendance</li> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>F. Manages transition between activities effectively.</b>		
1. Moves with ease from one activity to another.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 7 Making Changes</li> <li>Unit 1, Pg. 29 Reflection and Dismissal</li> <li>Unit 3, Pg. 350 Friday Story: The Perfect Square</li> </ul>
2. Displays little discomfort or distress when schedule changes.	<ul style="list-style-type: none"> <li>Soup's On!</li> </ul> <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Lots of Feelings</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 7 Making Changes</li> <li>Unit 1, Pg. 29 Reflection and Dismissal</li> <li>Unit 3, Pg. 350 Friday Story: The Perfect Square</li> </ul>
<b>G. Understands, accepts, and follows rules and routines.</b>		
1. Begins to show self-control by following rules.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 35 I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
2. Begins to accept consequences of behavior.	<ul style="list-style-type: none"> <li>Do I Have To?</li> </ul> <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 3, Pg. 287 Sun Safe Song</li> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</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. 194 Good Friends Activity: I Tell the Truth</li> </ul>
3. Begins to show greater ability to control intense feelings.	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Lost and Found</li> <li>Lost Dinosaur</li> </ul> <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Lots of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 35 I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>H. Develops increasing ability to find more than one solution to a question, task, or problem.</b>		
1. Begins to show ability to generate several approaches to carry out a task.	Support provided within each Waterford 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 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
2. Pursues alternative approaches to problem solving.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like George Washington Carver; I Want to be a Scientist Like Wilbur and Orville Wright</li> <li>Perfect Present</li> <li>Do I Have To?</li> <li>Boo Hoo Baby</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>I. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</b>		
1. Enjoys actively exploring materials and displays a curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child.	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Materials</li> <li>Magnets</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
2. Engages in conversations with others regarding the materials. Applies previously learned information to new situations.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 7, Pg. 141 Tool Workshop</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>CREATIVE SKILLS</b>		
<b>STANDARD 1: THE CHILD PARTICIPATES IN ACTIVITIES THAT FOSTER INDIVIDUAL CREATIVITY.</b>		
<b>A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.</b>		
1. Participates freely in music activities.	<p>Music is an integral part of Waterford SmartStart, including songs specific to learning objectives, as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances <i>continued</i>.</b>		
2. Enjoys singing games, dramatizing songs and dancing/moving to music.	<p>Music is an integral part of Waterford SmartStart, including songs specific to learning objectives, as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Musical Instruments</li> <li>• Unit 6, Pg. 85 Storytelling with Instruments</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>B. Thinks of new uses for familiar materials.</b>		
1. Shows creativity and imagination in play with materials and props.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Soup's On!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
2. Uses objects as symbols for other things.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Soup's On!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</b>		
1. Participates in dramatic play themes that become more involved and complex, possibly carrying over several days.	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> </ul>
2. Assumes various roles in dramatic play situations.	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Works creatively using a variety of self expressive materials and tools to creatively ideas.</b>		
1. Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work.	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>• Unit 1, Pg. 38 Eric Carle Paintings</li> </ul>
2. Shares ideas about personal artwork.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> </ul>
3. Uses materials (For example: small figures, puppets, dolls, and props) to recreate or dramatize stories, moods, experiences and situations.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Perfect Present</li> <li>• Materials</li> <li>• Read With Me 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>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom</li> </ul>
<b>E. Moves freely in response to music and change of tempo.</b>		
1. Moves in time with the beat.	<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. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Musical Instruments</li> <li>• Unit 6, Pg. 85 Storytelling with Instruments</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
2. Begins to respond to music of various tempos through movement.	<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. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Musical Instruments</li> <li>• Unit 6, Pg. 85 Storytelling with Instruments</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>F. Expresses thoughts and feelings through creative movement.</b>		
1. Uses movement to express feelings, understand and interpret experiences.	<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 2, Pg. 175 Dancing with Props</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
2. Enjoys dramatizing songs and games and moving to music.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>G. Experiments with a variety of musical instruments.</b>		
1. Begins to distinguish among the sounds of several common instruments.	<b>Waterford Mentor</b> Resources: • Animal Music Cards	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 4, Pg. 57 Self-Control Musical Instruments</li> </ul>
2. Experiments with a variety of musical instruments and sound sources (For example: keys, wooden blocks, bowl and spoon).	<b>Waterford Mentor</b> Resources: • Animal Music Cards	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 4, Pg. 57 Self-Control Musical Instruments</li> </ul>
<b>LANGUAGE ARTS</b>		
<b>ORAL LANGUAGE STANDARD 1: LISTENING—THE CHILD LISTENS FOR INFORMATION AND FOR PLEASURE.</b>		
<b>A. Listens with interest to stories read aloud.</b>		
1. Shows enjoyment of books and stories and discussions.	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Read-Along Books</li> <li>Informational Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 39 Story Time Activity</li> <li>Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
2. Responds to pictures, symbols or sign language (For example: smiles, laughs, changes in facial expression).	<ul style="list-style-type: none"> <li>Sing Around the World songs</li> <li>Read With Me Books</li> <li>Read-Along Books</li> <li>Informational Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>B. Understands and follows oral direction.</b>		
1. Listens, understands and follows simple spoken directions, symbols or sign language.	Children interacting with Waterford SmartStart are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 6, Pg. 20 May I Help Game</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
2. Attends to conversations and answers questions.	Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters ask and answer questions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 6, Pg. 20 May I Help Game</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Engages/participates in conversations (listening interacting, speaking, etc.) an answers/asks questions and follows directions.</b>		
1. Participates in the turn-taking of listening, speaking, staying on topic and engaging appropriately in conversations with other children and adults.	Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen, participate, and take turns speaking.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 22 Name Song</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>ORAL LANGUAGE STANDARD 2: SPEAKING—THE CHILD EXPRESSES IDEAS OR OPINIONS IN GROUP OR INDIVIDUAL SETTINGS.</b>		
<b>A. Uses oral language or sign language for a variety of purposes (For example: expressing needs and interests).</b>		
1. Uses words, pictures to communicate needs such as hunger, cold, and sleepy.	Families are provided information about social-emotional learning online through Waterford Mentor.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> </ul>
2. Expresses ideas in complete sentences such as "I want to play with the blocks."	Waterford's social-emotional videos model conversations and discussions between various characters who communicate in complete sentences. <ul style="list-style-type: none"> <li>Song: What is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
3. Names objects instead of pointing.	Families are provided information about social-emotional learning online through Waterford Mentor. <ul style="list-style-type: none"> <li>Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 45 My Brain is Always Growing</li> </ul>
4. Shows understanding of a conversation by nodding, gesturing, or responding appropriately.	Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen, participate, and take turns speaking.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
5. Communicates clearly enough to be understood by adults.	Waterford's Letter Sound Instruction activity introduces letter sounds with description and video demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Listens and speaks using agreed-upon rules with guidance and support.</b>		
1. Works in groups to set agreed-upon rules.	Families are provided information about social-emotional learning online through Waterford Mentor. <b>Waterford Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> <li>Life Jackets and Floaties</li> <li>Classroom Helpers</li> <li>All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 10 Good Playing Rules</li> <li>Unit 1, pg. 14 School Field Trip</li> <li>Unit 5, pg. 246 Good Friends Activity: Library Field Trip</li> <li>Unit 7, pg. 178 Fox In a Box</li> </ul>
2. Accepts suggestions but may revise rules in his/her favor.	Families are provided information about social-emotional learning online through Waterford Mentor.	<ul style="list-style-type: none"> <li>Unit 1, pg. 10 Good Playing Rules</li> <li>Unit 1, pg. 14 School Field Trip</li> <li>Unit 5, pg. 246 Good Friends Activity: Library Field Trip</li> <li>Unit 7, pg. 178 Fox In a Box</li> </ul>
<b>C. Recalls and repeats simple poems, rhymes, songs.</b>		
1. Participates in singing, reciting poems and saying and acting out finger plays.	<ul style="list-style-type: none"> <li>Rhyming Words</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. 98 Dramatic Play: Music Shop</li> <li>Unit 4, pg. 57 Self-Control Musical Instruments</li> <li>Unit 6, pg. 85 Storytelling with Instruments</li> </ul>
<b>D. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.</b>		
1. Uses longer, more complex sentences.	<ul style="list-style-type: none"> <li>Song: What is a Sentence?</li> <li>Sentences</li> <li>Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 51 Fancy Rhyming</li> <li>Unit 1, pg. 136 Find Someone Who Has...</li> <li>Unit 5, pg. 141 Language: Sentence Board Game</li> <li>Unit 7, pg. 238 Surfing the Waves</li> </ul>
2. For children learning English, makes progress in communicating and using English while maintaining home language.	Waterford is committed to creating a diverse learning experience. One example is Spanish language support. With this feature enabled, when the student selects 'Repeat' they hear the instructions again in Spanish followed immediately in English. All books, supplemental resources, and family communications are provided in English and Spanish.	
<b>E. Shares simple personal narrative.</b>		
1. Tells stories about themselves and can focus on favorite or memorable part in correct sequence.	<ul style="list-style-type: none"> <li>Sum Up, Five Ws</li> <li>Sum Up, Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 7 Schedule</li> <li>Unit 1, pg. 35 Calendar</li> <li>Unit 3, pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>F. Participates actively in conversations.</b>		
1. Carries on conversations with children and adults.	Waterford's social-emotional videos model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>Unit 1, pg. 44 Getting Acquainted</li> <li>Unit 2, pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, pg. 20 May I Help Game</li> <li>Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, pg. 150 What Doesn't Belong?</li> </ul>
2. Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity.	Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate.	<ul style="list-style-type: none"> <li>Unit 1, pg. 31 Bunny Cakes</li> <li>Unit 1, pg. 68 Dramatic Play: Garage</li> <li>Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>LITERACY STANDARD 3: PRINT AWARENESS—THE CHILD UNDERSTANDS THE CHARACTERISTICS OF WRITTEN LANGUAGE.</b>		
<b>A. Demonstrates increasing awareness of concepts of print.</b>		
1. Recognizes name in print.	<p>The child's name is displayed on the lower-left corner of the activity screen during each session of Waterford.</p> <ul style="list-style-type: none"> <li>Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, pg. 22 Name Song</li> </ul>
2. Uses scribbles, shapes, and letter like symbols to write or represent words or ideas.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Alphabet Introduction (Distinguish Letters)</li> <li>Letters Make Words</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>SmartStart Masters and Practice Pages</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
3. Begins to print letters in own name.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Name Game (What's Your Name?)</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>SmartStart Masters and Practice Pages</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Identifies the front cover and back cover of a book.</b>		
1. Recognizes favorite books by their cover.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
2. Correctly names the front and back covers of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<b>C. Follows book from left to right and from top to bottom on the printed page.</b>		
1. Holds book right side up and begins at the front.	<p>All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
2. Begins to develop awareness that print moves from left to right, top to bottom and front to back.	<p>All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>D. Shows increasing awareness of print in classroom, home and community settings.</b>		
1. Shows an awareness of alphabet letters.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Print Concepts</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>• SmartStart Masters and Practice Pages</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
2. Recognizes letters in own name.	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
3. Identifies letters, words and signs located in the environment.	<ul style="list-style-type: none"> <li>• Words in Your World</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>• SmartStart Masters and Practice Pages</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</b>		
1. Imitates teacher's behavior of tracking print when using big books.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
2. Pronounces some sounds represented by letters.	<ul style="list-style-type: none"> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound Songs</li> <li>• Letter Sound Instruction</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>
<b>F. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.</b>		
1. Understands signs, labels, and print forms have certain meanings. For example: a stop sign means stop, a child's name on a cubby, or a name on the front of an envelope.	<p>The child's name is displayed on the lower-left of the screen during each session of Waterford. When their turn is finished, a pop-up of the Rusty character holding a stop sign is displayed and the narrator says "Your turn is finished, you've done a good job."</p> <ul style="list-style-type: none"> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, pg. 7 Schedule</li> <li>• Unit 1, pg. 8 Morning Message</li> <li>• Unit 1, pg. 82 Letters Make Words</li> </ul>
<b>G. Develops growing understanding of the different functions and forms of print (For example: signs, letters, newspapers, lists, messages, and menus).</b>		
1. Begins to demonstrate an interest in using writing for a purpose such as making a menu, writing a note to mom, or creating a map.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Dots, Lines, Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, pg. 56 Pencil Grip</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>H. Begins to understand some basic print conventions (For example: the concept that letters are grouped to form words and words are separated by spaces).</b>		
1. Uses known letters or approximation of letters to represent written language.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Dots, Lines, Circles</li> <li>• Letter Trace (Letter Picture Writing)</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>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, pg. 56 Pencil Grip</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>I. Role plays reading.</b>		
1. Shares books and engages in pretend reading with other children.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable 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> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<b>LITERACY STANDARD 4: PHONOLOGICAL AWARENESS—THE CHILD DEMONSTRATES THE ABILITY TO WORK WITH RHYMES, WORDS, SYLLABLES, ONSETS, AND RIMES.</b>		
<b>A. Begins to hear, identify, and make oral rhymes (For example: “The pig has a wig”).</b>		
1. Enjoys words with matching sounds and rhymes in familiar words, games, stories, songs, and poems.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</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. 51 Fancy Rhyming</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. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> </ul>
<b>B. Shows increasing ability to hear, identify, and work with syllables in spoken words.</b>		
1. Begins to hear and discriminate separate syllables in words. (For example: “I can clap the parts in my name: An-drew.”)	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LITERACY STANDARD 5: PHONEMIC AWARENESS—THE CHILD DEMONSTRATES THE ABILITY TO HEAR, IDENTIFY, AND MANIPULATE INDIVIDUAL SOUNDS IN SPOKEN WORDS.</b>		
<b>A. Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words. (For example: “The first sound in sun is /s/”).</b>		
1. Hears the difference between similar sounding words. (For example: coat and goat, three and free)	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Blending</li> <li>Blend Every Sound (Phonemes)</li> <li>Blend Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
2. Experiments with language. (like ssssnake)	<ul style="list-style-type: none"> <li>Where is the Sound?</li> <li>Barnyard Bash</li> <li>Circus Clown Climbers</li> <li>One, Two, Three Sounds</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 11 Dramatic Play Center</li> <li>Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> </ul>
<b>B. Recognizes which words in a set of words begin with the same sound (For example: “Bell, bike, and boy all have /b/ at the beginning”).</b>		
1. Hears beginning sounds in familiar words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Where is the Sound?</li> <li>Barnyard Bash</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
2. Plays with repetitive sounds.	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Where is the Sound?</li> <li>Barnyard Bash</li> <li>Blend Every Sound</li> <li>Rhyme</li> <li>Rhyme Match</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 11 Dramatic Play Center</li> <li>Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> </ul>
<b>C. Begins to isolate final sounds in spoken words with teacher support.</b>		
1. Hears final sounds in familiar words.	<ul style="list-style-type: none"> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 51 Fancy Rhyming</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. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Recognizes letters from one's name.</b>		
1. Notices there is the same letter in his/her name as in another child's name.	<ul style="list-style-type: none"> <li>Name Game (What's Your Name?)</li> <li>ABC Songs</li> <li>Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
<b>E. Shows an awareness of alphabet letters.</b>		
1. "There is an 'M' in this book an 'M' in my name, says Mark."	<ul style="list-style-type: none"> <li>Name Game (What's Your Name?)</li> <li>ABC Songs</li> <li>Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
<b>LITERACY STANDARD 6: LETTER KNOWLEDGE AND EARLY WORD RECOGNITION (PHONICS)—THE CHILD DEMONSTRATES THE ABILITY TO APPLY SOUND-SYMBOL RELATIONSHIPS.</b>		
<b>A. Recognizes own name in print.</b>		
1. Recognizes and selects his/her name from a list.	<p>The child's name is displayed on the lower-left corner of the activity screen during each session of Waterford.</p> <ul style="list-style-type: none"> <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> </ul>
<b>B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</b>		
1. Identifies some letters of the alphabet in random order.	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Alphabet Introduction (Distinguish Letters)</li> <li>Print Concepts</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Name That Letter</li> <li>Similarities and Differences in Letters</li> <li>Fast Letter Fun</li> <li>Name Game (What's Your Name?)</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>SmartStart Masters and Practice Pages</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
2. Recognizes letters are different from words.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Alphabet Introduction (Distinguish Letters)</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 82 Letters Make Words</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Begins to recognize the sound association for some letters.</b>		
1. Identifies the sounds letters make in his/her name.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter Sound</li> <li>• Sound Room</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> </ul>
<b>D. Knows that letters of the alphabet are a special category of visual graphics and can be individually named.</b>		
1. Identifies and picks out the letters in his/her name from an alphabet chart.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Print Concepts</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</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> </ul>
<b>LITERACY STANDARD 7: VOCABULARY—THE CHILD DEVELOPS AND EXPANDS KNOWLEDGE OF WORDS AND WORD MEANINGS TO INCREASE VOCABULARY.</b>		
<b>A. Shows a steady increase in vocabulary knowledge in listening and speaking.</b>		
1. Uses new words introduced by the teacher.	Waterford SmartStart contains many materials that can be used to integrate speaking and listening into activities. <ul style="list-style-type: none"> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 24 What Do Scientists Do?</li> <li>• Unit 1, pg. 44 Getting Acquainted</li> </ul>
2. Tells what he/she likes or dislikes about a book or story using vocabulary from the story.	All Waterford books and activities provide opportunities for students to use words and phrases acquired through reading, being read to, and responding to texts.	<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>
<b>B. Understands and follows oral directions (For example: use of position words: under, above, through).</b>		
1. Follows simple two or three step directions.	While interacting with Waterford SmartStart, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, pg. 4 Arrival and Toy Time</li> <li>• Unit 3, pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• Unit 4, pg. 70 Introduce and Count Zero</li> </ul>
2. Repeats instructions to a friend.	<b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>• Friends Pictures</li> <li>• How to Listen Like a Friend</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Links new learning experiences and vocabulary to what is already known about a topic.</b>		
1. Incorporates words and phrases from learning experiences and stories into play.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Power Words</li> <li>• Vocabulary Introduction</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, pg. 68 Dramatic Play: Garage</li> <li>• Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 2, pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• Unit 4, pg. 69 Dramatic Play: Aquarium</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> <li>• Unit 6, pg. 7 Dramatic Play: Gym</li> </ul>
<b>LITERACY STANDARD 8: COMPREHENSION—THE CHILD ASSOCIATES MEANING AND UNDERSTANDING WITH READING.</b>		
<b>A. Begins to use pre-reading skills and strategies (For example: connecting prior knowledge to text, making predictions about text, and using picture clues).</b>		
1. Looks at pictures in books and predicts what might happen next.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Build Knowledge</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Unit 7, pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
2. Read symbols before able to read words.	<ul style="list-style-type: none"> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>B. Demonstrates progress in abilities to retell stories from books and experiences.</b>		
1. Dictates simple stories for the teacher to write down.	<ul style="list-style-type: none"> <li>• Step Into the Story</li> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 20 An Inclusive Classroom</li> <li>• Unit 3, pg. 288 Journals: My Family</li> <li>• Unit 6, pg. 89 Storytelling Festival</li> </ul>
2. Uses pictures or special events as a subject for the story.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> </ul>	

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Remembers and states some sequences of events.</b>		
1. Retells information from a story in sequence.	<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>• Decodable Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
2. Tells stories with beginning, middle, and end.	<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>• Decodable Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
3. Explains an experience in sequence.	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• Sequencing Events</li> <li>• First, Next, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>D. Recognizes concrete objects as persons, places, or things (nouns).</b>		
1. Says, "My dog is a boy dog, but he isn't a real boy."	<ul style="list-style-type: none"> <li>• Song: Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 136 Find Someone Who Has...</li> </ul>
<b>E. Recognizes action words by demonstrating action words (verbs).</b>		
1. Says, "I can run fast! Can you?"	<ul style="list-style-type: none"> <li>• Song: Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 149 I Am, I Can</li> </ul>
<b>F. Connects information and events to real-life experiences.</b>		
1. Talks about personal experiences as he/she is read a story.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<b>G. Demonstrates understanding of literal meaning of a story being told through questions and comments.</b>		
1. Shows interest in a story by making comments and asking questions.	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>G. Demonstrates understanding of literal meaning of a story being told through questions and comments <i>continued</i>.</b>		
2. Identifies the main events in a story, the characters, and where it takes place.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up, Five Ws</li> <li>Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>
<b>H. Tells what is happening in a picture.</b>		
1. Makes up a story from looking at a picture.	<ul style="list-style-type: none"> <li>Picture Clues</li> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Decodable 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> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> </ul>
<b>I. Recognizes story elements such as main idea, characters, awareness of context clues and can answer basic questions (For example: who, what, when, where, and how) about texts when listening to read-alouds.</b>		
1. Asks specific questions about the illustrations or about the context of a book.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up, Five Ws</li> <li>Find an Answer</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> </ul>
<b>WRITING STANDARD 9: WRITING PROCESS—THE CHILD USES THE 'WRITING PROCESS' TO EXPRESS THOUGHTS AND FEELINGS.</b>		
<b>A. Develops understanding that writing is a way of communicating for a variety of purposes.</b>		
1. Uses writing tools and paper to "write" words or stories. (Writing at this age may mean making scribbles on a piece of paper or making letters, lines and shapes.)	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</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> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, pg. 56 Pencil Grip</li> </ul>
<b>B. Participates in writing opportunities.</b>		
1. Uses writing materials to make shapes, squiggles, and letters.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, pg. 56 Pencil Grip</li> </ul>
2. Writes something and asks someone else to read it.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</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> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.</b>		
1. Scribbles some letter like symbols and some letters in writing.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
2. Writes own name or familiar words.	<ul style="list-style-type: none"> <li>Name Game (What's Your Name?)</li> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Alphabet Introduction (Distinguish Letters)</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>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
<b>D. Begins to remember and repeat stories and experiences through drawing and dictation.</b>		
1. Tells others about intended meaning of drawings and writings.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> </ul>
<b>MATHEMATICS</b>		
<b>STANDARD 1: PATTERNS—THE CHILD SORTS AND CLASSIFIES OBJECTS AND ANALYZES SIMPLE PATTERNS.</b>		
<b>A. Sorts and groups objects into a set and explains verbally what the objects have in common (For example: color, size, shape).</b>		
1. Sorts objects into groups by a certain characteristic and begins to explain how the grouping was done.	<ul style="list-style-type: none"> <li>Songs: All Sorts of Laundry; Large, Larger, Largest; Savanna Size</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Size</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 40 Math: Same Two</li> <li>Unit 2, pg. 170 Mad Dash Number Match</li> <li>Unit 3, pg. 289 Rectangles and Squares</li> <li>Unit 3, pg. 340 Sort It Out</li> <li>Unit 3, pg. 360 Fancy Shapes</li> <li>Unit 3, Pg. 377 Shape Hunt</li> <li>Unit 4, pg. 8 Flat or Solid?</li> </ul>
2. Describes or recognizes similarities and differences between objects.	<ul style="list-style-type: none"> <li>Song: Same and Different</li> <li>Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 40 Math: Same Two</li> <li>Unit 2, pg. 170 Mad Dash Number Match</li> <li>Unit 3, pg. 286 Grandmas: Same and Different</li> <li>Unit 4, pg. 121 Frog or Toad?</li> <li>Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Recognizes patterns, can repeat them, and explain them verbally (red, black, red, black, red, black).</b>		
1. Continues a simple pattern such as arranging blue and yellow pegs in alternating order.	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns: AB; ABB; ABC</li> <li>Logic Game</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>
2. Describes patterns.	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns: AB; ABB; ABC</li> <li>Logic Game</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>
<b>STANDARD 2: NUMBER SENSE—THE CHILD UNDERSTANDS THE RELATIONSHIP BETWEEN NUMBERS AND QUANTITIES.</b>		
<b>A. Begins to associate number concepts, vocabulary, quantities, using written numerals in meaningful ways.</b>		
1. Begins to recognize numerals.	<ul style="list-style-type: none"> <li>Explain Numbers</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Number Activities</li> </ul>
2. Puts two objects by the number two, three objects by the number three and so forth.	<ul style="list-style-type: none"> <li>Number Instruction</li> <li>Match</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 234 Number Books 1-5</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
3. Compares and recognizes items that are more, less or the same in size.	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>More Than</li> <li>Fewer Than</li> <li>Greater Than, Less Than</li> <li>More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 71 Less Than</li> <li>Unit 6, Pg. 8 Greater Than</li> </ul>
<b>B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</b>		
1. Counts objects in a one-to-one correspondence.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 161 Popcorn Number Match</li> <li>Unit 2, Pg. 191 Traffic Jam Count</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
<b>C. Counts objects in a set one-by-one from one through five.</b>		
1. Counts objects from one through five.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 73 Read and Write 1 (Activities for Numbers 1-5)</li> <li>Unit 2, Pg. 243 Central Park Board Game</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Identifies and creates sets of objects one through five.</b>		
1. Creates a set of five objects by counting them out.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
<b>E. Identifies numerals one through five.</b>		
1. Names numerals one through five.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Counting Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 73 Read and Write 1 (Activities for Numbers 1-5)</li> <li>• Unit 2, Pg. 243 Central Park Board Game</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>F. Recognizes the numerical value of sets of objects through five.</b>		
1. Names how many are in a group of up to five (or more) objects.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 73 Read and Write 1 (Activities for Numbers 1-10)</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 243 Central Park Board Game</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>G. Develops increasing ability to count in sequence to ten.</b>		
1. Counts from one to ten.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 73 Read and Write 1 (Activities for Numbers 1-10)</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 3: GEOMETRY AND SPATIAL SENSE—THE CHILD IDENTIFIES COMMON GEOMETRIC SHAPES AND EXPLORES THE RELATIONSHIP OF OBJECTS IN THE ENVIRONMENT.</b>		
<b>A. Begins to recognize, describe, compare, and name common shapes (For example: circle, square, triangle and rectangle).</b>		
1. Names and describes shapes in the environment.	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Simple Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> <li>Solid Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 289 Rectangles and Squares</li> <li>Unit 3, Pg. 299 Triangles</li> <li>Unit 3, Pg. 368 Shape Mural</li> <li>Unit 3, Pg. 377 Shape Hunt</li> </ul>
2. Groups objects according to their shape and size.	<ul style="list-style-type: none"> <li>Songs: All Sorts of Laundry; Large, Larger, Largest, Savanna Size</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Size</li> <li>Similar Figures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 360 Fancy Shapes</li> <li>Unit 3, Pg. 321 Circles</li> <li>Unit 4, Pg. 8 Flat or Solid</li> </ul>
<b>B. Builds an increasing understanding of directionality, order and position of objects and words (For example: on, under, above).</b>		
1. Uses words that indicate where things are in space (For example: 'beside', 'inside', 'over', 'under', etc.)	<ul style="list-style-type: none"> <li>Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>Book: Up in the Air</li> <li>Position</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> <li>Right, Left</li> <li>Over, Under, Above, Below</li> <li>Inside, Outside, Between</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 3, pg. 304 Farmer Mash</li> <li>Unit 4, pg. 117 Giraffes Can Dance!</li> </ul>
<b>STANDARD 4: MEASUREMENT—THE CHILD EXPLORES THE CONCEPTS OF NONSTANDARD AND STANDARD MEASUREMENT.</b>		
<b>A. Measures objects using nonstandard units of measurement (For example: pencil, paper clip, block).</b>		
1. Participates in measuring activities and names units of measure.	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> <li>Weight</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Compares objects according to observable attributes (For example: long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).</b>		
1. Begins to order, compare and describe objects.	<ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest</li> <li>Size</li> <li>Order Size</li> <li>Big and Little</li> <li>Heavy and Light</li> <li>Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
2. Identifies which object is the longest, shortest, biggest, or smallest.	<ul style="list-style-type: none"> <li>Song: Savanna Size</li> <li>Size</li> <li>Big and Little</li> <li>Heavy and Light</li> <li>Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>C. Compares and orders objects in graduated order (For example: shortest to tallest, thinnest to thickest).</b>		
1. Places objects in graduated order.	<ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest</li> <li>Size</li> <li>Order Size</li> <li>Big and Little</li> <li>Heavy and Light</li> <li>Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>D. Develops an awareness of simple time concepts within his/her daily life (For example: yesterday, today, tomorrow; morning, afternoon, night).</b>		
1. Use terms such as before, after, yesterday, tomorrow, morning, afternoon, day and night appropriately.	<ul style="list-style-type: none"> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Schedule</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 5: DATA ANALYSIS—THE CHILD COLLECTS AND ANALYZES DATA IN A GROUP SETTING.</b>		
<b>A. Begins to use numbers and counting as a means for solving problems and measuring quantity.</b>		
1. Compares groups and counts the number of items in each group to determine if there are more, less or the same (equivalent sets).	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>Make and Count Groups</li> <li>Counting Songs</li> <li>Number Counting</li> <li>One-to-one Correspondence</li> <li>More Than</li> <li>Fewer Than</li> <li>Greater Than, Less Than</li> <li>More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 71 Less Than</li> <li>Unit 6, Pg. 8 Greater Than</li> </ul>
<b>B. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.</b>		
1. Shows curiosity about locations, maps, and charts.	<ul style="list-style-type: none"> <li>Calendar/ Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 225 Where We Are</li> <li>Unit 4, pg. 28 Classroom Block Play</li> </ul>
2. Asks questions.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 24 What Do Scientists Do?</li> <li>Unit 3, pg. 349 Where Does Our Water Come From?</li> <li>Unit 6, pg. 20 May I Help Game</li> <li>Unit 7, pg. 150 What Doesn't Belong?</li> </ul>
3. Participates in discussions, creates and uses real and pictorial graphs, maps, photographs and charts.	<ul style="list-style-type: none"> <li>Calendar/ Graph Weather</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 225 Where We Are</li> <li>Unit 4, pg. 28 Classroom Block Play</li> <li>Unit 7, pg. 244 Weather Report</li> </ul>
<b>C. Describes similarities and differences between objects.</b>		
1. Describes the characteristics of objects that are similar. (For example: they both have round edges and are red; for different this one is soft and that one is prickly)	<ul style="list-style-type: none"> <li>Song: Same and Different</li> <li>Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 8 Flat or Solid</li> <li>Unit 4, pg. 14 Vertebrates Have Bones</li> <li>Unit 4, pg. 121 Frog or Toad?</li> <li>Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT</b>		
<b>STANDARD 1: LARGE MOTOR SKILL DEVELOPMENT—THE CHILD PARTICIPATES IN ACTIVITIES INVOLVING LARGE MUSCLE SKILLS.</b>		
<b>A. Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)</b>		
1. Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping and pulling. Moves toward skipping, galloping and riding while maintaining balance.		<ul style="list-style-type: none"> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
<b>B. Demonstrates body and space awareness to move and stop with control over speed and direction.</b>		
1. Names or points to body parts.	<ul style="list-style-type: none"> <li>Body Parts</li> <li>Parts of the Face</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, pg. 14 Picturing My Body</li> <li>Unit 6, pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
2. Moves within a space with defined boundaries.		<ul style="list-style-type: none"> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
3. Runs easily and stops quickly.		<ul style="list-style-type: none"> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
4. Controls body and can change movement, speed and direction.		<ul style="list-style-type: none"> <li>Unit 2, pg. 221 Over, Under, Through</li> <li>Unit 3, pg. 304 Farmer Mash</li> <li>Unit 4, pg. 117 Giraffes Can Dance!</li> </ul>
<b>C. Demonstrates non-locomotor movements (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).</b>		
1. Moves while standing in place.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 130 We're Standing on One Foot!</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 6, pg. 7 Dramatic Play: Gym</li> </ul>
2. Identifies and reproduces non-locomotor movements when asked.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 130 We're Standing on One Foot!</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 6, pg. 7 Dramatic Play: Gym</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</b>		
1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands.		<ul style="list-style-type: none"> <li>Unit 6, pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
2. Dribbles a ball with hands and/or feet.		<ul style="list-style-type: none"> <li>Unit 6, pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
3. Swings with assistance.		<ul style="list-style-type: none"> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 53 Floating Robots</li> </ul>
4. Goes down a slide.		<ul style="list-style-type: none"> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
<b>E. Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing)</b>		
1. Participates in activities that develop large muscles, strength and endurance.	<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>Unit 1, pg. 143 Builders and Bulldozers</li> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 53 Floating Robots</li> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
<b>F. Develops coordination and balance through a variety of activities.</b>		
1. Begins to gain coordination through participation in physical activities.		<ul style="list-style-type: none"> <li>Unit 1, pg. 143 Builders and Bulldozers</li> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 53 Floating Robots</li> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
2. Demonstrates ability to balance.		<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 6, pg. 7 Dramatic Play: Gym</li> </ul>
3. Transfers weight from one body part to another.		<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 6, pg. 7 Dramatic Play: Gym</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 2: SMALL MOTOR SKILL DEVELOPMENT—THE CHILD PARTICIPATES IN ACTIVITIES INVOLVING SMALL MUSCLES.</b>		
<b>A. Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, fingerpaint, scissors, glue, and a variety of puzzles)</b>		
1. Controls small muscles to complete tasks.	<p>The use of Waterford SmartStart requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.</p> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Letter Recognition Collage Craft</li> <li>Being Thankful: A Thanksgiving Craft</li> <li>Springtime Ladybug Craft</li> <li>A Spring Snack, Craft, and Book</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> </ul>
2. Uses small muscles for self-help skills.	<p>The daily use of a touch pad or mouse develops eye-hand coordination.</p> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>SmartStart Masters and Practice Pages</li> <li>Letter Recognition Collage Craft</li> <li>Being Thankful: A Thanksgiving Craft</li> <li>Springtime Ladybug Craft</li> <li>A Spring Snack, Craft, and Book</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing</li> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
<b>B. Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads)</b>		
1. Uses simple tools during a variety of learning activities.	<p>The daily use of a touch pad or mouse develops eye-hand coordination.</p> <ul style="list-style-type: none"> <li>Song: the Scientific Method</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 56 Pencil Grip</li> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> </ul>
<b>STANDARD 3: HEALTH-ENHANCING ACTIVITY DEVELOPMENT—THE CHILD PARTICIPATES IN ACTIVITIES FOR THE DEVELOPMENT OF LIFETIME HEALTH AND FITNESS.</b>		
<b>A. Progresses in physical growth, strength, stamina and flexibility.</b>		
1. Demonstrates increasing ability to lift and carry heavier items, run farther and successfully navigate playground equipment.		<ul style="list-style-type: none"> <li>Unit 1, pg. 143 Builders and Bulldozers</li> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 53 Floating Robots</li> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Understands that healthy bodies need rest, exercise, water, and good nutrition.</b>		
1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> <li>Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 319 Plant Part Salad</li> <li>Unit 7, pg. 205 Healthy Eating</li> </ul>
2. Begins to recognize and select healthy foods, exercise and rest activities.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> <li>Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 319 Plant Part Salad</li> <li>Unit 7, pg. 205 Healthy Eating</li> </ul>
<b>C. Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)</b>		
1. Takes care of self when eating, dressing, toileting, and washing hands.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Teeth</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Food Pictures (Healthy Eating)</li> <li>My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
<b>D. Builds awareness and ability to follow basic health and safety rules.</b>		
1. Utilizes appropriate safety procedures for school, outdoors, playground, vehicles, bicycles, etc.	<ul style="list-style-type: none"> <li>Song: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> <li>Life Jackets and Floaties</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 336 Call for Help</li> <li>Unit 3, pg. 339 Emergency!</li> <li>Unit 7, pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
2. Identifies ways to locate school and community helpers.	<p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 328 We All Have Jobs</li> <li>Unit 3, pg. 336 Call for Help</li> <li>Unit 3, pg. 339 Emergency!</li> <li>Unit 7, pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
3. Communicates fears to a trusted adult.	<p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Lots of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 375 Trusted Adults</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SCIENCE</b>		
<b>STANDARD 1: SCIENCE PROCESSES AND INQUIRY—THE CHILD INVESTIGATES AND EXPERIMENTS WITH OBJECTS TO DISCOVER INFORMATION.</b>		
<b>A. Develops increasing abilities to classify, compare and contrast objects, events and experiences.</b>		
1. Describes objects and living things in increasing detail.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Science Investigation</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, pg. 84 What Do You See?</li> <li>• Unit 1, pg. 86 Excellent Eyes</li> </ul>
2. Identifies similarities and differences in objects.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Science Investigation</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 196 Sweet, Sour, Bitter, Salty</li> <li>• Unit 4, pg. 8 Flat or Solid?</li> <li>• Unit 4, pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, pg. 121 Frog or Toad?</li> <li>• Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 5, pg. 234 Worms: Slimy, Slippery, and Smooth</li> </ul>
3. Tells stories about what he or she experiences.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, pg. 84 What Do You See?</li> <li>• Unit 6, pg. 18 Listening To My Body</li> </ul>
<b>B. Selects and becomes familiar with simple scientific tools. (For example: magnifying glass, magnet)</b>		
1. Uses scientific tools as props in play.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Weather Tools</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 16 Science Center</li> <li>• Unit 1, pg. 24 What Do Scientists Do?</li> <li>• Unit 4, pg. 121 Frog or Toad?</li> <li>• Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 6, pg. 114 Length</li> <li>• Unit 7, pg. 142 Weight</li> <li>• Unit 7, pg. 199 Volume</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Selects and becomes familiar with simple scientific tools. (For example: magnifying glass, magnet) <i>continued</i></b>		
2. Describes the use of scientific tools. (For example: weighing, making bigger, measuring, collecting, etc.)	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Science Tools</li> <li>Weather Tools</li> <li>Length</li> <li>Weight</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 16 Science Center</li> <li>Unit 1, pg. 24 What Do Scientists Do?</li> <li>Unit 4, pg. 121 Frog or Toad?</li> <li>Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>Unit 6, pg. 114 Length</li> <li>Unit 7, pg. 142 Weight</li> <li>Unit 7, pg. 199 Volume</li> </ul>
<b>C. Participates in simple experiments to discover information. (For example: bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light)</b>		
1. Explores and tries new things with materials.	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Materials</li> <li>Weight</li> <li>Length</li> <li>Capacity</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>How It Works</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 5, pg. 175 Ant Farm Extension</li> <li>Unit 5, pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>Unit 6, pg. 18 Listening To My Body</li> </ul>
<b>D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.</b>		
1. Verbalizes what he or she sees and predicts what will happen.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Water for Plants</li> <li>Light for Plants</li> <li>Decomposition</li> <li>Cleaning Solutions</li> <li>Evaporation</li> </ul>	<ul style="list-style-type: none"> <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> <li>Unit 5, pg. 175 Ant Farm Extension</li> <li>Unit 5, pg. 234 Worms: Slimy, Slippery, and Smooth</li> </ul>
2. Shows interest by asking questions.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 16 Science Center</li> <li>Unit 1, pg. 24 What Do Scientists Do?</li> <li>Unit 1, pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, pg. 84 What Do You See?</li> <li>Unit 4, pg. 121 Frog or Toad?</li> <li>Unit 6, pg. 18 Listening To My Body</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. Explores cause and effect.</b>		
1. Understands simple cause and effect situations. (For example: If the ball is dropped, it will fall. If the juice spills, the table is wet)	<ul style="list-style-type: none"> <li>Song: Gravity</li> <li>Gravity</li> <li>Push and Pull</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Water for Plants</li> <li>Light for Plants</li> <li>Decomposition</li> <li>Cleaning Solutions</li> <li>Evaporation</li> </ul>	<ul style="list-style-type: none"> <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>
<b>F. With increasing independence, children gather information, conduct investigations, and make predictions about how things work.</b>		
1. Takes steps in conducting investigations.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Water for Plants</li> <li>Light for Plants</li> <li>Decomposition</li> <li>Cleaning Solutions</li> <li>Evaporation</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 16 Science Center</li> <li>Unit 1, pg. 24 What Do Scientists Do?</li> <li>Unit 1, pg. 75 Five Senses: How Do We Know?</li> <li>Unit 3, pg. 306 How Do Plants Drink?</li> <li>Unit 3, pg. 365 Seed Investigation</li> <li>Unit 4, pg. 121 Frog or Toad?</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>
2. Records data with teacher assistance.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 176 Smell Survey</li> <li>Unit 6, pg. 54 Germs</li> </ul>
3. Explains what discoveries were made.	<ul style="list-style-type: none"> <li>Observe a Simple System</li> <li>Calendar/Graph Weather</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Water for Plants</li> <li>Light for Plants</li> <li>Decomposition</li> <li>Cleaning Solutions</li> <li>Evaporation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 75 Five Senses: How Do We Know?</li> <li>Unit 3, pg. 306 How Do Plants Drink?</li> <li>Unit 3, pg. 365 Seed Investigation</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>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 2: PHYSICAL—THE CHILD INVESTIGATES AND DESCRIBES OBJECTS THAT CAN BE SORTED IN TERMS OF PHYSICAL PROPERTIES.</b>		
<b>A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, sight.</b>		
1. Uses senses to explore environment and can describe differences.	<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>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, pg. 84 What Do You See?</li> <li>• Unit 1, pg. 86 Excellent Eyes</li> <li>• Unit 1, pg. 105 Pouring Sounds</li> <li>• Unit 1, pg. 152 Slime!</li> <li>• Unit 1, pg. 134 Texture Sort</li> <li>• Unit 2, pg. 165 Safe Smelling</li> <li>• Unit 2, pg. 195 Taste and Smell Snack Activity</li> <li>• Unit 2, pg. 196 Sweet, Sour, Bitter, Salty</li> </ul>
<b>B. Develops an awareness of the properties of some objects. (For example: float/sink, heavy/light, rough/smooth, hard/soft, magnetic/nonmagnetic, solid/liquid, wet/dry)</b>		
1. Recognizes and describes the properties of objects.	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter</li> <li>• Solid and Liquid</li> <li>• Magnets</li> <li>• Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 289 Rectangles and Squares</li> <li>• Unit 3, pg. 340 Sort It Out</li> <li>• Unit 3, pg. 360 Fancy Shapes</li> <li>• Unit 4, pg. 8 Flat or Solid?</li> </ul>
2. Makes comparisons among observed objects.	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter; Same and Different</li> <li>• Look at Details</li> <li>• Solid and Liquid</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Magnets</li> <li>• Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 196 Sweet, Sour, Bitter, Salty</li> <li>• Unit 4, pg. 8 Flat or Solid?</li> <li>• Unit 4, pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, pg. 121 Frog or Toad?</li> <li>• Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 5, pg. 234 Worms: Slimy, Slippery, and Smooth</li> </ul>
<b>C. Observes and describes how objects move. (For example: slide, turn, twirl, roll)</b>		
1. Tries to find which objects move best when placed on a ramp.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, pg. 19 Stack, Slide, Roll</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 3: LIFE—THE CHILD OBSERVES AND INVESTIGATES PLANTS AND ANIMALS.</b>		
<b>A. Develops an awareness of what various plants and animals need for growth.</b>		
1. Provides plants and animals what is needed for growth (soil, water, sunshine, and food).	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants</li> <li>• Books: Guess What I Am; Creepy Crawlers; Everybody Needs to Eat</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 306 How Do Plants Drink?</li> </ul>
<b>B. Demonstrates a beginning awareness of the changes that plants and animals go through during their life. (For example: seed/plant, egg/chicken)</b>		
1. Matches a seed and a plant and a young animal and an adult animal.	<ul style="list-style-type: none"> <li>• Songs: Plants are Growing</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 365 Seed Investigation</li> </ul>
<b>C. Demonstrates interest and respect for the plant and animal life around them.</b>		
1. Takes care of familiar plants and animals.	<ul style="list-style-type: none"> <li>• Books: Everybody Needs to Eat; A Seed Grows</li> <li><b>Waterford Mentor Resources:</b></li> <li>• Classroom Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 66 All the Way Done: Classroom Helpers</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 4: EARTH/SPACE—THE CHILD INVESTIGATES AND OBSERVES THE BASIC CONCEPTS OF THE EARTH.</b>		
<b>A. Develops an awareness of the properties of common earth materials. (For example: soil, rocks, water)</b>		
1. Explores and discusses materials related to the rocks, soil, air, clouds, sun, moon, and/or stars.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Precipitation; The Moon</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Rocks</li> <li>• Materials</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 284 Sunlight and Temperature Investigation</li> </ul>
<b>B. Develops an awareness of daily weather. (For example: sunny, cloudy, rainy, snowy, windy, hot, warm, cold)</b>		
1. Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions.	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Sun</li> <li>• Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, pg. 243 What Should I Wear?</li> <li>• Unit 7, pg. 244 Weather Report</li> </ul>
<b>C. Develops an awareness of the four seasons. (For example: temperature, weather appropriate clothing, changing leaves)</b>		
1. Recognizes characteristics of different seasons.	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, pg. 243 What Should I Wear?</li> <li>• Unit 7, pg. 244 Weather Report</li> </ul>
<b>D. Observes and participates in a variety of activities related to preserving the environment.</b>		
1. Expresses concern for taking care of the earth.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Pollution Rap; Conservation; Water</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> <li>• Care of Air</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, pg. 346 The Water Cycle: Part 2</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL AND PERSONAL SKILLS</b>		
<b>STANDARD 1: THE CHILD PARTICIPATES IN ACTIVITIES TO DEVELOP THE SKILLS NECESSARY FOR WORKING AND INTERACTING WITH OTHERS.</b>		
<b>A. Plays, works and interacts easily with one or more children and/or adults.</b>		
1. Greets the teacher and others when arriving.	Families are provided information about social-emotional learning online through Waterford Mentor. <b>Waterford Mentor</b> Resources: • Teaching Children Manners	<ul style="list-style-type: none"> <li>Unit 1, pg. 4 Arrival and Toy Time</li> <li>Unit 6, pg. 75 Grown-up Manners</li> </ul>
2. Responds to familiar faces and voices verbally and nonverbally.	Families are provided information about social-emotional learning online through Waterford Mentor. <b>Waterford Mentor</b> Resources: • Teaching Children Manners	<ul style="list-style-type: none"> <li>Unit 1, pg. 4 Arrival and Toy Time</li> <li>Unit 1, pg. 44 Getting Acquainted</li> </ul>
3. Engages in conversations with children and adults.	Social-emotional videos model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>Unit 1, pg. 44 Getting Acquainted</li> <li>Unit 2, pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, pg. 20 May I Help Game</li> <li>Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, pg. 150 What Doesn't Belong?</li> </ul>
4. Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas.	Families are provided information about social-emotional learning online through Waterford Mentor.	<ul style="list-style-type: none"> <li>Unit 1, pg. 44 Getting Acquainted</li> <li>Unit 2, pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, pg. 20 May I Help Game</li> <li>Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, pg. 150 What Doesn't Belong?</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Begins to develop relationships with others.</b>		
1. Chooses to work and play with other children.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Pretend Play</li> <li>Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Unit 1, pg. 68 Dramatic Play: Garage</li> <li>Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>Unit 2, pg. 190 Dramatic Play: Junkyard</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 4, pg. 69 Dramatic Play: Aquarium</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> <li>Unit 6, pg. 7 Dramatic Play: Gym</li> </ul>
2. Initiates interaction with others.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 141 I Am, I Can</li> <li>Unit 2, pg. 202 Kind Kids</li> <li>Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>C. Recognizes the feelings of others and responds appropriately.</b>		
1. Expresses increased care and understanding for the feelings of others.	<ul style="list-style-type: none"> <li>Musical Mayhem</li> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 76 Taking Turns Game</li> <li>Unit 2, pg. 202 Kind Kids</li> <li>Unit 5, pg. 238 Friends Use Kind Words</li> <li>Unit 6, pg. 75 Grown-up Manners</li> </ul>
<b>D. Develops confidence and stands up for own rights.</b>		
1. Attempts new tasks with enthusiasm.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Soup's On!</li> <li>Marmot Basket</li> <li>Mama's Melody</li> </ul>	<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 6, pg. 20 May I Help Game</li> <li>Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2. Enters into play with groups of children with confidence.	<p>Families are provided information about social-emotional learning online through Waterford Mentor.</p> <ul style="list-style-type: none"> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 141 I Am, I Can</li> <li>Unit 2, pg. 202 Kind Kids</li> <li>Unit 5, pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. Shows respect for others, materials, and equipment.</b>		
1. Treats other children respectfully and uses care with possessions.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property, as well as their own. <b>Waterford Mentor</b> Resources: • Teaching Children Manners	<ul style="list-style-type: none"> <li>Unit 2, pg. 202 Kind Kids</li> <li>Unit 5, pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 7, pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
2. Uses equipment carefully, does not waste supplies and puts materials away when finished.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property, as well as their own.	<ul style="list-style-type: none"> <li>Unit 7, pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
3. Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person.	Waterford is committed to creating a diverse learning experience that connects with all early learners. • Books: In the Rain; Seeing Fingers <b>Waterford Mentor</b> Resources: • Teaching Children Manners	<ul style="list-style-type: none"> <li>Introduction, pg. 20 An Inclusive Classroom</li> <li>Unit 2, pg. 202 Kind Kids</li> <li>Unit 5, pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
<b>F. Recognizes and expresses own feelings and responds appropriately.</b>		
1. Handles feelings in age-appropriate way.	Families are provided information about social-emotional learning online through Waterford Mentor. • Do I Have To? • It's Not Fair! • Lost and Found • Squirrel's Blocks • Lost Dinosaur <b>Waterford Mentor</b> Resources: • Lots of Feelings	<ul style="list-style-type: none"> <li>Unit 5, pg. 238 Friends Use Kind Words</li> <li>Unit 6, pg. 75 Grown-up Manners</li> </ul>
2. Uses words or pictures to identify and label some of his/her own feelings and needs.	Families are provided information about social-emotional learning online through Waterford Mentor. • Do I Have To? • It's Not Fair! • Lost and Found • Boo Hoo Baby • Squirrel's Sketches • Clubhouse <b>Waterford Mentor</b> Resources: • Lots of Feelings	<ul style="list-style-type: none"> <li>Unit 1, pg. 76 Taking Turns Game</li> <li>Unit 3, pg. 331 Thank-you Notes</li> <li>Unit 5, pg. 238 Friends Use Kind Words</li> <li>Unit 6, pg. 75 Grown-up Manners</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>F. Recognizes and expresses own feelings and responds appropriately <i>continued</i>.</b>		
3. Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions.	Families are provided information about social-emotional learning online through Waterford Mentor. <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul> <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, pg. 35 I Can Calm Down</li> </ul>
<b>G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</b>		
1. Shares equipment/materials and takes turns in activities.	Families are provided information about social-emotional learning online through Waterford Mentor.	<ul style="list-style-type: none"> <li>• Unit 1, pg. 76 Taking Turns Game</li> <li>• Unit 2, pg. 202 Kind Kids</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>
<b>H. Works independently and/or cooperatively to solve problems or resolve conflicts.</b>		
1. Uses words and strategies for resolving conflicts and solving problems.	Families are provided information about social-emotional learning online through Waterford Mentor. <ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>	<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 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>I. Seeks assistance from an adult when appropriate.</b>		
1. Follows school rules for appropriate behavior.	Families are provided information about social-emotional learning online through Waterford Mentor. <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 6 Listening Rug Rules</li> <li>• Unit 1, pg. 10 Good Playing Rules</li> <li>• Unit 1, pg. 76 Taking Turns Game</li> </ul>
2. Attempts to solve problem before asking for assistance from teacher.	Waterford's social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>J. Recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</b>		
1. Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Squirrel's Blocks</li> </ul>	<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> <li>• Unit 5, pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2. Identifies self as being part of different groups such as family, community, culture, or school.	<p>Families are provided information about social-emotional learning online through Waterford Mentor.</p> <ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• My Family</li> <li>• Come Inside</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 10 Good Playing Rules</li> <li>• Unit 1, pg. 14 School Field Trip</li> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, pg. 288 Journals: My Family</li> <li>• Unit 5, pg. 246 Good Friends Activity: Library Field Trip</li> </ul>
<b>K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.</b>		
1. Develops successful relationships with others in the home, family, and learning environment.	<p>Families are provided information about social-emotional learning online through Waterford Mentor.</p> <ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Where's Papa?</li> <li>• Find Me!</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 158 This Belongs to a Friend</li> <li>• Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 5, pg. 238 Friends Use Kind Words</li> <li>• Unit 6, pg. 20 May I Help Game</li> <li>• Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2. Treats everyone with respect and dignity.	<p>Families are provided information about social-emotional learning online through Waterford Mentor.</p> <p>Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>• Teaching Children Manners</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 202 Kind Kids</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> <li>• Unit 6, pg. 75 Grown-up Manners</li> <li>• Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
3. Understands and values similarities and differences among people.	<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 1, pg. 44 Getting Acquainted</li> <li>• Unit 1, pg. 149 I Am, I Can</li> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 6, pg. 20 May I Help Game</li> <li>• Unit 6, pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, pg. 246 I Know</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities <i>continued</i> .		
4. Notices differences in skin color, eyes, hair, language, and culture.	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 1, pg. 44 Getting Acquainted</li> <li>Unit 3, pg. 286 Grandmas: Same and Different</li> <li>Unit 6, pg. 20 May I Help Game</li> <li>Unit 6, pg. 24 Fingerprints: Same or Different?</li> <li>Unit 7, pg. 246 I Know</li> </ul>
<b>STANDARD 2: THE CHILD DEVELOPS THE SKILLS NECESSARY FOR PARTICIPATING IN A VARIETY OF SETTINGS.</b>		
A. States his/her full name, age, and name of parent or guardian.		
1. Knows personal information such as name and age.	<b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Name Writing</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: Wooly Names</li> </ul>
2. Names significant family members.	<ul style="list-style-type: none"> <li>Song: Tortillas, Tortillas</li> <li>My Family</li> <li>Tortillas, Tortillas</li> </ul>	<ul style="list-style-type: none"> <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> <li>Unit 3, pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
B. Shows ability to adjust to new situations.		
1. Moves smoothly from one routine to another such as from activity period to cleanup.	Families are provided information about social-emotional learning online through Waterford Mentor. <ul style="list-style-type: none"> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 6 Listening Rug Rules</li> <li>Unit 1, pg. 10 Good Playing Rules</li> <li>Unit 1, pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 5, pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
2. Transitions from home to school without extensive or long-lasting anxiety.	Families are provided information about social-emotional learning online through Waterford Mentor.	<ul style="list-style-type: none"> <li>Unit 1, pg. 4 Arrival and Toy Time</li> <li>Unit 1, pg. 20 Reflection and Dismissal</li> </ul>
<b>SOCIAL STUDIES</b>		
<b>STANDARD 1: CIVICS - THE CHILD EXHIBITS TRAITS OF GOOD CITIZENSHIP.</b>		
A. Works and plays cooperatively in a variety of settings.		
1. Contributes to large and small group discussions.	Question and response conversations modeled in Waterford's social-emotional videos demonstrate examples of asking and answering questions for positive contributions in discussions.	<ul style="list-style-type: none"> <li>Unit 1, pg. 6 Listening Rug Rules</li> <li>Unit 1, pg. 44 Getting Acquainted</li> <li>Unit 3, pg. 286 Grandmas: Same and Different</li> </ul>
2. Participates in group decision making.	Families are provided information about social-emotional learning online through Waterford Mentor. <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Responsible Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, pg. 48 Flag On the Moon</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Recognizes the importance of his/her role as a member of the family, the class and the community.</b>		
1. Identifies self as a member of a family, community, and class.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• My Name Is Squirrel</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 10 Good Playing Rules</li> <li>• Unit 1, pg. 14 School Field Trip</li> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, pg. 288 Journals: My Family</li> <li>• Unit 5, pg. 246 Good Friends Activity: Library Field Trip</li> </ul>
2. Creates drawings or sculptures of home, school, or community.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> </ul>
<b>C. Listens to others while in large and small groups.</b>		
1. Takes turns listening and speaking.	<p>Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate.</p>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 6 Listening Rug Rules</li> <li>• Unit 1, pg. 76 Taking Turns Game</li> <li>• Unit 6, pg. 75 Grown-up Manners</li> </ul>
<b>D. Shows respect for others and their property.</b>		
1. Treats other children respectfully and uses care with their property.	<p>Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property, as well as their own.</p>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 158 This Belongs to a Friend</li> <li>• Unit 1, pg. 10 Good Playing Rules</li> <li>• Unit 2, pg. 202 Kind Kids</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>
2. Uses equipment carefully and does not waste supplies. Puts material away when finished.	<p>Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property, as well as their own.</p>	<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> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
<b>E. Develops an awareness of how people positively affect the environment.</b>		
1. Participates in taking care of the indoor and outdoor environment.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; I Am Part of All I See</li> <li>• Pollution and Recycling</li> </ul>	<ul style="list-style-type: none"> <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. 349 Where Does Our Water Come From?</li> </ul>
2. Recognizes some resources and money are limited.	<ul style="list-style-type: none"> <li>• Books: Duc Tho Le's Birthday Present; Reaching Above</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 7, pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>F. Recognizes patriotic symbols and activities.</b>		
1. Recognizes the American and/or Tribal flag, and other symbols.	<ul style="list-style-type: none"> <li>Songs: Inchworm (USA); Egg on a Queen (USA—Southern style); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird's Voice (USA); An Ox Kissing a Fox (USA)</li> </ul> <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>US Flag Coloring Page</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, pg. 48 Flag On the Moon</li> </ul>
2. Given the opportunity, practice reciting the Pledge of Allegiance.	<ul style="list-style-type: none"> <li>Memorization Skills</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, pg. 48 Flag On the Moon</li> </ul>
<b>G. Recognizes the importance of rules and responsibilities as a member of the family, class and school.</b>		
1. Identifies rules at home and at school.	<b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Listening Rug Rules</li> <li>Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 6 Listening Rug Rules</li> <li>Unit 1, pg. 10 Good Playing Rules</li> <li>Unit 7, pg. 178 Fox In a Box</li> </ul>
2. Understands consequences when a rule is not followed.	<b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 287 Sun Safe Song</li> <li>Unit 7, pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
<b>STANDARD 2: GEOGRAPHY—THE CHILD DEMONSTRATES KNOWLEDGE OF BASIC GEOGRAPHIC CONCEPTS.</b>		
<b>A. Locates and describes familiar places. (For example: classroom, home, school, park, or restaurant)</b>		
1. Names and describes places they see on the way to school. (For example: store, restaurant)	<ul style="list-style-type: none"> <li>Words in Your World</li> </ul> <b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 225 Where We Are</li> </ul>
2. Describes differences in homes and buildings.	<b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 225 Where We Are</li> <li>Unit 4, pg. 28 Classroom Block Play</li> </ul>
<b>B. Begins to develop an understanding of his/her community. (For example: home, school, city)</b>		
1. Identifies common features in the home, school, and community.	<b>Waterford Mentor</b> Resources: <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 225 Where We Are</li> <li>Unit 4, pg. 28 Classroom Block Play</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 3: THE CHILD DISCUSSES HOW CHILDREN IN VARIOUS COMMUNITIES AND CULTURES ARE ALIKE AND DIFFERENT.</b>		
<b>A. Explores common needs. (For example: food, clothing, and shelter)</b>		
1. Understands the basic human needs of all people for food, water, safety, clothing, and shelter.	<ul style="list-style-type: none"> <li>• Songs: Water; Food From Plants</li> <li>• Books: Whatever the Weather; Everybody Needs to Eat</li> <li>• Healthy Food</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 258 Taking Care of Living Things</li> </ul>
<b>B. Explores how children are unique based on languages spoken, food, clothing, transportation, and customs.</b>		
1. Talks about how people are different.	<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 1, pg. 149 I Am, I Can</li> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, pg. 288 Journals: My Family</li> <li>• Unit 6, pg. 14 Picturing My Body</li> <li>• Unit 6, pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 6, pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, pg. 246 I Know</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Explores how families and communities build traditions.</b>		
1. Shares family and community traditions.	<ul style="list-style-type: none"> <li>Song: Tortillas, Tortillas</li> <li>Book: José Three</li> <li>My Family</li> <li>Soup's On!</li> <li>Baby's Birthday</li> <li>Party Time</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Teach the Joy of Giving Year Round</li> <li>Homemade Halloween Pizza</li> <li>13 Spooky Books for Halloween</li> <li>Coloring Pages: Cinco de Mayo; Christmas; Kwanzaa; Hanukkah; Thanksgiving; Halloween; Easter</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 286 Grandmas: Same and Different</li> <li>Unit 3, pg. 288 Journals: My Family</li> <li>Unit 3, pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
<b>STANDARD 4: ECONOMICS—THE CHILD EXPLORES VARIOUS CAREERS AND IDENTIFIES BASIC ECONOMIC CONCEPTS.</b>		
<b>A. Identifies various school and community personnel.</b>		
1. Names school personnel such as principal or director, teacher, secretary, custodian, cook, etc.	<ul style="list-style-type: none"> <li>Book: Play Ball</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 240 I'm Responsible</li> <li>Unit 3, pg. 328 We All Have Jobs</li> </ul>
2. Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant server, etc.	<ul style="list-style-type: none"> <li>Books: Play Ball; Follow the Apples; One Day on the Farm</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 133 Farmer in the Dell: Word Mix-up</li> <li>Unit 2, pg. 160 Dramatic Play: Restaurant</li> <li>Unit 2, pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, pg. 328 We All Have Jobs</li> <li>Unit 3, pg. 330 Dramatic Play: Fire Station</li> <li>Unit 3, pg. 332 Circle Party</li> <li>Unit 3, pg. 345 Which Hat is Best?</li> <li>Unit 6, pg. 69 Dramatic Play: Post Office</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Develops growing awareness of jobs and what is required to perform them.</b>		
1. Describes people's jobs and what tools or supplies would be needed to perform the tasks. (For example: a firefighter uses protective clothing, a hose, water, an ax, etc.)	<ul style="list-style-type: none"> <li>Waterford Mentor Resources:</li> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 133 Farmer in the Dell: Word Mix-up</li> <li>Unit 2, pg. 160 Dramatic Play: Restaurant</li> <li>Unit 2, pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, pg. 328 We All Have Jobs</li> <li>Unit 3, pg. 330 Dramatic Play: Fire Station</li> <li>Unit 3, pg. 332 Circle Party</li> <li>Unit 3, pg. 345 Which Hat is Best?</li> </ul>
<b>C. Develops an awareness of using money to purchase things.</b>		
1. Imitates paying for items and services during dramatic play	<ul style="list-style-type: none"> <li>Books: Bugs For Sale; Follow the Apples</li> <li>Pretend Play</li> </ul> <p><b>Waterford Mentor</b> Resources:</p> <ul style="list-style-type: none"> <li>Learning Together-Money</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, pg. 165 Good Friends Activity: I Choose Carefully</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

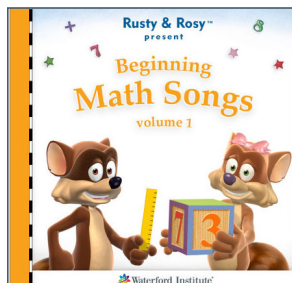
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story



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Rusty & Rosy and  
Friends.”*

## WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

## MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1-10), Order (1-10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11-15, Numbers 16-20

## SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

### Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

### Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

## 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.