

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
PreK and  
Classroom  
Advantage*

**100%**

*Louisiana Early  
Learning and  
Development  
Standards  
(ELDS) Four-  
Year-Olds (48-60  
months) 2013*

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# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>APPROACHES TO LEARNING (AL)</b>  |   |  |
| <b>SUBDOMAIN: INITIATIVE AND CURIOSITY</b>  |   |  |
| Standard AI 1: Engage in Play-Based Learning to Explore, Investigate, and Acquire Knowledge About Themselves and Their World. |   |  |
| Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)                                 | <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>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>   |
| Choose a multi-step task and complete it on their own. (4.2)  | Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 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> </ul> |
| <b>SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE</b>  |   |  |
| Standard AI 2: Demonstrate Attention, Engagement, and Persistence in Learning.  |   |  |
| Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)                                  | Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> </ul>   |
| Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2)             | Engaging activities throughout Waterford hold children's attention as they concentrate on each task.  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> </ul>   |
| Plan and complete tasks and activities. (4.3)   | Waterford helps children build persistence by allowing them to select "Repeat" to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> </ul>   |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING</b>   |   |  |
| Standard AI 3: Recognize, Understand, and Analyze a Problem and Draw on Knowledge or Experience to Seek Solutions.    |   |  |
| Identify and understand cause and effect relationships. (4.1)   | <ul style="list-style-type: none"> <li>• Song: Gravity</li> <li>• Gravity</li> <li>• Push and Pull</li> </ul> <p><b>Waterford Mentor Resources:</b></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>   |
| Apply prior knowledge and experiences to learn new skills during play. (4.2)  | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Connect to Me</li> </ul>   | <ul style="list-style-type: none"> <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> </ul>   |
| Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)     | <ul style="list-style-type: none"> <li>• Marmot's Basket</li> <li>• Clubhouse</li> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Perfect Present</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</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> </ul>   |
| Make specific request for help from both peers and adults as needed. (4.4)  | 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 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> </ul>   |
| Standard AI 4: Demonstrate Creative Thinking When Using Materials, Solving Problems, and/or Learning New Information. |   |  |
| Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)        | <ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> <li>• Where's Papa?</li> <li>• Find Me!</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 1, Pg. 32 Train My Brain: Determination</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> </ul>   |
| Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)                  | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</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. 131 Good Friends Activity: I Pay Attention</li> </ul> |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CC)</b>   |   |   |
| <b>SUBDOMAIN: CREATIVE THINKING AND EXPRESSION</b>  |   |   |
| Standard CC 1: Develop an Appreciation for Music and Participate in Music and Movement Activities That Represent a Variety of the Cultures and the Home Languages of the Children in the Classroom. |   |   |
| Express thoughts and feelings through movement and musical activities. (4.1)  | <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 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>   |
| Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)   | Music is an integral part of Waterford including songs specific to learning objectives, as well as the use of background classical music throughout the program.  | <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>  |
| Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)  | <ul style="list-style-type: none"> <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> |
| Describe changes in tone, melody, rhythm, and tempo. (4.4)  |   | <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>  |
| Use instruments, props, and body creatively to express self through music and movement. (4.5)   | <ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> <li>Pretend Play</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Animal Music Cards</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> |
| Standard CC 2: Develop an Appreciation for Visual Arts from Different Culture and Create Various Forms of Visual Arts.  |   |   |
| Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)   | <ul style="list-style-type: none"> <li>Mama's Melody</li> <li>Squirrel's Sketches</li> <li>Baby's Ballet</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 1, Pg. 38 Eric Carle Paintings</li> </ul>  |

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|---|--|--|
| <b>Standard CC 2: Develop an Appreciation for Visual Arts from Different Culture and Create Various Forms of Visual Arts <i>continued</i>.</b>    |  |  |
| Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)               | <ul style="list-style-type: none"> <li>• Song: Colors, Colors</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>  |
| Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)           | 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>• Visual Arts Activities</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>  |
| <b>Standard CC 3: Explore Roles and Experiences Through Dramatic Art and Play.</b>  |  |  |
| Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) | <ul style="list-style-type: none"> <li>• Papa’s Play</li> <li>• Baby’s Ballet</li> </ul>   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</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> |
| Role play or use puppets to act out stories or play a character. (4.2)  | <ul style="list-style-type: none"> <li>• Papa’s Play</li> </ul>  | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</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> |
| Represent fantasy and real-life experiences through pretend play. (4.3)   | <ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</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> |

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|---|---|---|
| <b>Standard CC 3: Explore Roles and Experiences Through Dramatic Art and Play <i>continued.</i></b>                       |   |   |
| Use objects to represent other objects. (4.4)   | <ul style="list-style-type: none"> <li>Pretend Play</li> </ul>  | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Introduction, Pg. 11 Dramatic Play Center</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 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul> |
| <b>SUBDOMAIN: MATHEMATICS (CM)</b>  |   |   |
| <b>Standard CM 1: Understand Numbers, Ways of Representing Numbers, and Relationships Between Numbers and Quantities.</b> |   |   |
| Verbally count by ones to 20. (4.1)   | <ul style="list-style-type: none"> <li>Number Songs</li> <li>Counting Songs (See titles at end of document.)</li> <li>Number Instruction</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Racing Squirrels Counting Game</li> <li>Grab and Count</li> <li>Shape Count</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> <li>Unit 2, Pg. 243 Central Park Board Game</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>  |
| Count forward from a given number between 1 and 10, and count backward from 5. (4.2)                                      | <ul style="list-style-type: none"> <li>Count On</li> <li>Song: Counting Backward</li> <li>Count Down</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Racing Squirrels Counting Game</li> <li>Grab and Count</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> <li>Unit 2, Pg. 243 Central Park Board Game</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>  |
| Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)         | <ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Number Instruction</li> <li>Match Numbers</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> <li>Unit 2, Pg. 243 Central Park Board Game</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>  |
| Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)                               | <ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>One-to-one Correspondence</li> <li>Number Instruction</li> <li>Match Numbers</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>   |

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|--|--|---|
| <b>Standard CM 1: Understand Numbers, Ways of Representing Numbers, and Relationships Between Numbers and Quantities <i>continued</i>.</b> |  |   |
| Identify written numerals 0-10 in the everyday environment. (4.5)  | <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Number Books</li> <li>• Explain Numbers</li> </ul>   | <ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> </ul>  |
| With prompting and support, match a number of objects with the correct written numeral from 0-10. (4.6)                                    | <ul style="list-style-type: none"> <li>• Numbers</li> <li>• One-to-one Correspondence</li> <li>• Match Numbers</li> <li>• Number Instruction</li> </ul>  | <ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> </ul>  |
| Compare sets of objects using same/different and more/less/fewer. (4.7)  | <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, Fewer Than</li> <li>• More Than</li> <li>• Match</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>   |
| Identify an object's or person's position as first or last. (4.8)  | <ul style="list-style-type: none"> <li>• Songs: Monster Trucks; Positioning</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• First, Next, Last</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• First, Middle, Last</li> </ul>           | <ul style="list-style-type: none"> <li>• Unit 3, pg. 304 Farmer Mash</li> </ul>   |
| <b>Standard CM 2: Understand Basic Patterns, Concepts, and Operations.</b>   |  |   |
| Recognize, copy, and extend patterns. (4.1)  | <ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Patterns</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>   |
| Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)         | <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> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• More or Less</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> |



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|---|--|---|
| <b>Standard CM 2: Understand Basic Patterns, Concepts, and Operations <i>continued</i>.</b>   |  |   |
| Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)   | <ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; on the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Add Groups</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>   |
| Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)                                 | <ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; on the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Story Problem Strategies</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Add Groups</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>   |
| <b>Standard CM 3: Understand Attributes and Relative Properties of Objects as Related to Size, Capacity, and Area.</b>  |  |   |
| Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)   | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Large and Small Toys</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> |
| Put up to six objects in order by length (seriate). (4.2)   | <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 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>   |
| Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)                                | <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>   |
| Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4) | <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>   |

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| Standard CM 4: Understand Shapes, Their Properties, and How Objects Are Related to One Another in Space.  |  |   |
| Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)  | <ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: the Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Count</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>  |
| Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)   | <ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes</li> <li>• Books: the Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Count</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>  |
| Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)   | <ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 3, pg. 289 Rectangles and Squares</li> <li>• Unit 4, pg. 28 Classroom Block Play</li> </ul>   |
| Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are tow other shapes). (4.4) | <ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 3, pg. 289 Rectangles and Squares</li> <li>• Unit 4, pg. 28 Classroom Block Play</li> </ul>   |
| Use and understand positions of objects, self, and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)  | <ul style="list-style-type: none"> <li>• Song: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul>  | <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> |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|--|--|--|
| <b>SUBDOMAIN: SCIENCE (CS)</b>   |  |  |
| <b>Standard CS 1: Develop the Ability to Carry Out the Scientific Inquiry Process (Ask Questions, Predict, Make Observations, Explain Observations, and Draw Conclusions).</b> |  |  |
| Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)                 | <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>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</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> |
| Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)           | <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, pg. 16 Science Center</li> <li>• Unit 1, pg. 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>   |
| Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)    | <ul style="list-style-type: none"> <li>• Song: Gravity</li> <li>• Gravity</li> <li>• Push and Pull</li> </ul> <p><b>Waterford Mentor Resources:</b></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>   |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| Standard CS 1: Develop the Ability to Carry Out the Scientific Inquiry Process (Ask Questions, Predict, Make Observations, Explain Observations, and Draw Conclusions) <i>continued.</i>        |  |   |
| Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) | <ul style="list-style-type: none"> <li>• Song: the Scientific Method; Pollution Rap; Seasons</li> <li>• Book: That’s What I Like, a Book About Seasons</li> <li>• Summer</li> <li>• Winter</li> <li>• Spring</li> <li>• Fall</li> <li>• Pollution and Recycling</li> <li>• Rainforests</li> <li>• Oceans</li> <li>• Mountains</li> <li>• Desert</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> |
| Conduct simple scientific experiments. (4.5)  | <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 Resources:</b></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> |
| Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)   | <ul style="list-style-type: none"> <li>• Song: the Scientific Method</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, pg. 176 Smell Survey</li> <li>• Unit 6, pg. 54 Germs</li> </ul>  |
| With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)                  | <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 Resources:</b></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> |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| <b>Standard CS 2: Acquire Scientific Knowledge Related to Physical Science (Properties of Objects and Materials).</b>  |   |   |
| With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1) | <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> |
| Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)   | <ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 4, pg. 19 Stack, Slide, Roll</li> </ul>   |
| Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)   | <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 3, pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>             |
| Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)                                     | <ul style="list-style-type: none"> <li>• Song: Gravity</li> <li>• Gravity</li> <li>• Push and Pull</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 4, pg. 19 Stack, Slide, Roll</li> </ul>   |
| <b>Standard CS 3: Acquire Scientific Knowledge Related to Life Science (Properties of Living Things).</b>  |   |   |
| Explore, observe, and describe a variety of living creatures and plants. (4.1)   | <ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</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> <li>• Unit 3, pg. 365 Seed Investigation</li> </ul>  |

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| Standard CS 3: Acquire Scientific Knowledge Related to Life Science (Properties of Living Things) <i>continued.</i>   |   |  |
| Classify living creatures and plants into categories according to at least one characteristic. (4.2)  | <ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, pg. 16 Science Center</li> <li>• Unit 1, pg. 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> </ul>   |
| Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3) | <ul style="list-style-type: none"> <li>• Books: Everybody Needs to Eat; a Seed Grows</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Classroom Helpers</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, pg. 258 Taking Care of Living Things</li> </ul>   |
| Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)     | <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 Resources:</b></p> <ul style="list-style-type: none"> <li>• Teaching Children Manners</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Unit 2, pg. 258 Taking Care of Living Things</li> <li>• Unit 5, pg. 216 What Do Spiders Like?</li> <li>• Unit 5, pg. 245 Can an Earthworm Tell if it’s Hot or Cold?</li> </ul>  |
| Describe plants’ and living creatures’ life cycles. (4.5)   | <ul style="list-style-type: none"> <li>• Song: Plants Are Growing</li> <li>• Plants</li> <li>• Amphibians</li> <li>• Birds</li> <li>• Observe a Simple System</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>   |
| Use basic vocabulary to name and describe plants and living creatures. (4.6)  | <ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Plants</li> <li>• Plant or Animal</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> |

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>Standard CS 3: Acquire Scientific Knowledge Related to Life Science (Properties of Living Things) <i>continued</i>.</b>    |   |   |
| Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)                      | <ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 4, pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, pg. 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>Standard CS 4: Acquire Scientific Knowledge Related to Earth Science (Properties of the Earth and Objects in the Sky).</b> |   |   |
| Compare, and contrast seasonal changes where they live. (4.1)   | <ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That's What I Like, a Book About Seasons</li> <li>• Summer</li> <li>• Spring</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>   |
| Describe the types of clothing needed for different seasons. (4.2)  | <ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That's What I Like, a Book About Seasons</li> <li>• Summer</li> <li>• Spring</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>   |
| Describe the current weather and how weather conditions can change from day to day. (4.3)                                     | <ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 7, pg. 244 Weather Report</li> </ul>  |
| Describe major features of the earth and sky, and how they change from night to day. (4.4)                                    | <ul style="list-style-type: none"> <li>• Songs: Sun Blues; the Moon; Precipitation</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>   |   |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>SUBDOMAIN: SOCIAL STUDIES (CSS)</b>  |   |  |
| <b>Standard CSS 1: Develop the Understanding That Events Happened in the Past and How These Events Relate to One’s Self, Family, and Community.</b>                       |   |  |
| Describe events, activities, and people from the past using appropriate vocabulary. (4.1)   | <ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, pg. 288 Journals: My Family</li> </ul> |
| Initiate conversations about familiar places, people, and/ or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2) | 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>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, pg. 288 Journals: My Family</li> </ul> |
| <b>Standard CSS 2: Describe People, Events, and Symbols of the Past and Present.</b>  |   |  |
| Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)  | <ul style="list-style-type: none"> <li>• Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</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> </ul>  |
| Identify and name some local, state, and national symbols. (4.2)  | <b>Waterford Mentor Resources:</b> <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>  |
| Describe familiar elements of the local community and culture. (4.3)  | <b>Waterford Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Community Helpers</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>               |
| Describe local, state, and national cultural events, celebrations, and holidays. (4.4)  | <ul style="list-style-type: none"> <li>• Party Time</li> </ul> <b>Waterford Mentor Resources:</b> <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>               |



# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|--|--|--|
| <b>Standard CSS 3: Develop an Awareness of Geographic Locations, Maps, and Landforms.</b>  |  |  |
| Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)  | <b>Waterford Mentor Resources:</b><br>• Exploring Your Home City with Your Child   | <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>  |
| Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <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>  |
| Recognize a globe/map as a representation of the earth. (4.3)  | Environment activities begin with a map of the world highlighting where the environments are located.  | <ul style="list-style-type: none"> <li>• Unit 2, pg. 225 Where We Are</li> </ul>   |
| Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)  | <b>Waterford Mentor Resources:</b><br>• Exploring Your Home City with Your Child   | <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>  |
| With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>• Unit 2, pg. 225 Where We Are</li> </ul>   |
| Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)   | <ul style="list-style-type: none"> <li>• Songs: Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</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>  |
| Participate in daily clean-up activities. (4.7)  | <b>Waterford Mentor Resources:</b><br>• Garbage Elves<br>• Clean Up Together   | <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>Standard CSS 4: Demonstrate Awareness of Culture and Other Characteristics of Groups of People.</b>   |  |  |
| Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)   | <ul style="list-style-type: none"> <li>• Song: Tortillas, Tortillas</li> <li>• Book: Tortillas, Tortillas</li> <li>• My Family</li> <li>• Soup’s On!</li> <li>• Baby’s Birthday</li> <li>• Party Time</li> <li>• Tortillas, Tortillas</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> |
| Discuss shelters/homes in various geographic regions. (4.2)  | <ul style="list-style-type: none"> <li>• Environments: Desert</li> </ul>   |  |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| Standard CSS 5: Develop an Awareness of the Importance of Rules and Responsibilities Within Their Community and the Actions/Behaviors Necessary for Effective Citizenship. |   |  |
| Recognize their responsibility as a member of a family and classroom. (4.1)  | <ul style="list-style-type: none"> <li>• My Family</li> <li>• Soup’s On!</li> <li>• Clubhouse</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> </ul>   |
| Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)     | <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</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>   |
| Follow rules that have been established. (4.3)   | <p><b>Waterford Mentor Resources:</b></p> <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>   |
| Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)  | <p>Waterford’s executive function videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative to help develop skills needed to be responsible classroom citizens.</p> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Responsible Decision Making</li> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> <li>• Consequences Cards</li> </ul> | <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> <li>• Unit 6, pg. 75 Grown-up Manners</li> </ul>  |
| Identify workers and their roles as citizens within the community. (4.5)   | <ul style="list-style-type: none"> <li>• Books: Play Ball; Follow the Apples</li> </ul> <p><b>Waterford Mentor Resources:</b></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> |

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| <b>Standard CSS 6: Demonstrate an Awareness of Basic Economic Concepts.</b>  |   |   |
| Demonstrate awareness of the purpose of money through play activities. (4.1)   | <ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Books: Bugs for Sale; Follow the Apples</li> <li>• Pretend Play</li> </ul> <p><b>Waterford Mentor Resources:</b></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>            |
| Demonstrate the role of buyers and sellers in play activities. (4.2)   | <ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Books: Bugs for Sale; Follow the Apples</li> <li>• Pretend Play</li> </ul> <p><b>Waterford Mentor Resources:</b></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>            |
| Participate in conversations about wants and needs. (4.3)  | <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>            |
| <b>LANGUAGE AND LITERACY DEVELOPMENT (LL)</b>  |   |   |
| <b>SUBDOMAIN: SPEAKING AND LISTENING</b>   |   |   |
| <b>Standard LI 1: Comprehend Or Understand and Use Language.</b>   |   |   |
| Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)                                     | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>  |
| Listen and respond attentively to conversations. (4.2)   | 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 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul> |
| With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3) | 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. 6 Listening Rug Rules</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>  |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>Standard LI 1: Comprehend Or Understand and Use Language <i>continued</i>.</b>   |   |   |
| Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)                         | <ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Papa’s Play</li> <li>Pretend Play</li> </ul>  | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Introduction, Pg. 11 Dramatic Play Center</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 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul> |
| Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5) | Waterford’s social-emotional videos model conversations and discussions between various characters who speak clearly and communicate in complete sentences.   |   |
| Ask questions about a specific topic, activity, and/or text read aloud. (4.6)   | <ul style="list-style-type: none"> <li>Science Investigation</li> </ul>   |   |
| <b>SUBDOMAIN: LANGUAGE</b>  |   |   |
| <b>Standard LI 2: Comprehend and Use Increasingly Complex and Varied Vocabulary.</b>  |   |   |
| Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)                                  | <ul style="list-style-type: none"> <li>Songs: Positioning; Get Over the Bugs</li> <li>Book: Opposites; Up in the Air; for the Birds</li> <li>Opposites</li> <li>Inside, Outside, Between</li> <li>First, Middle, Last</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Same and Different</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> <li>Unit 3, pg. 286 Grandmas: Same and Different</li> <li>Unit 6, pg. 24 Fingerprints: Same or Different?</li> </ul>                                   |
| Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)                                    | Waterford provides many activities related to vocabulary acquisition and use. Online books include bold-faced vocabulary words. When any word is selected, students hear the word repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.   | <ul style="list-style-type: none"> <li>Introduction, pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>  |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <b>SUBDOMAIN: READING—LITERATURE AND INFORMATION IN PRINT</b>  |   |  |
| <b>Standard LI 3: Develop an Interest in Books and Their Characteristics.</b>  |   |  |
| Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)   | 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>   |
| With prompting and support, describe the role of the author and illustrator of a text. (4.2)   | 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>Standard LI 4: Comprehend Stories and Information from Books and Other Print Materials.</b>   |   |  |
| With prompting and support, ask and answer questions about print that is read aloud. (4.1)   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 39 Story Time Activity</li> <li>• Unit 1, Pg. 46 the Apple Tree: Discuss the Story</li> </ul> |
| With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)                                      | <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>• Sum Up, Remember Order</li> <li>• Describe Characters</li> <li>• What Comes Next?</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 39 Story Time Activity</li> <li>• Unit 1, Pg. 46 the Apple Tree: Discuss the Story</li> </ul> |
| With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) | <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>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• What Comes Next?</li> </ul>                       | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 39 Story Time Activity</li> <li>• Unit 1, Pg. 46 the Apple Tree: Discuss the Story</li> </ul>   |
| With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)   | Waterford online books include bold-faced vocabulary words. When any word is selected, students hear the word repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.   | <ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 39 Story Time Activity</li> <li>• Unit 1, Pg. 46 the Apple Tree: Discuss the Story</li> </ul> |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|--|--|--|
| <b>Standard LI 4: Comprehend Stories and Information from Books and Other Print Materials <i>continued.</i></b>                                      |  |  |
| Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)                                   | Waterford provides many activities related to vocabulary acquisition and use.  | <ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 39 Story Time Activity</li> <li>• Unit 1, Pg. 46 the Apple Tree: Discuss the Story</li> </ul>                           |
| Recognize that texts can be stories (make-believe) or real (give information). (4.6)   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Real and Make-believe</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)                                   | <ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Look at Details</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| Based on the title and/or pictures/illustrations, predict what might happen in a story before it is read. (4.9)                                      | <ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Picture Clues</li> <li>• Picture Story</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| <b>SUBDOMAIN: READING—FOUNDATIONAL SKILLS</b>  |  |  |
| <b>Standard LI 5: Demonstrate Understanding of the Organization and Basic Features of Print.</b>   |  |  |
| With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)  | 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. 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> |
| With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)  | 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>• 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>   |

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>Standard LI 5: Demonstrate Understanding of the Organization and Basic Features of Print <i>continued</i>.</b>                                       |   |   |
| <p>With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)</p>             | <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> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Name Writing</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 1, pg. 27 Letter Tile Names</li> <li>• Unit 1, pg. 72 Baa Baa Black Sheep: Wooly Names</li> </ul>   |
| <p>With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> | <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Look, Listen, and Match</li> <li>• Sentences</li> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Name That Letter</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>  |
| <p>Name at least 26 of the 52 upper- and/or lower-case letters of the alphabet. (4.5)</p>   | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Catch a Letter</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> </ul> | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>  |
| <b>Standard LI 6: Demonstrate Understanding of Different Units of Sound in Language (Words, Syllables, Phonemes).</b>                                   |   |   |
| <p>With prompting and support, recognize and produce rhyming words. (4.1)</p>   | <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</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> |

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <b>Standard LI 6: Demonstrate Understanding of Different Units of Sound in Language (Words, Syllables, Phonemes) <i>continued</i>.</b>                                    |  |  |
| With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)   | <ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Blending Dragon</li> <li>• Blending Riddles</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>  |
| With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)  | <ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>   |
| Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)   | <ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 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> |
| <b>SUBDOMAIN: WRITING</b>   |  |  |
| <b>Standard LI 7: Develop Familiarity with Writing Implements, Conventions, and Emerging Skills to Communicate Through Written Representations, Symbols, and Letters.</b> |  |  |
| Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)  | Waterford encourages everyone to have writing and art materials available for children's creations.  | <ul style="list-style-type: none"> <li>• Unit 1, pg. 56 Pencil Grip</li> </ul>   |
| Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)                      | Waterford encourages everyone to have writing and art materials available for children's creations.  | <ul style="list-style-type: none"> <li>• Unit 3, pg. 288 Journals: My Family</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 6, pg. 89 Storytelling Festival</li> </ul>   |
| With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)     | Children select the Waterford icon to begin their session. While interacting with Waterford, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touchpad, dragging items around screen, or entering answers on the keyboard. | <ul style="list-style-type: none"> <li>• Unit 7, pg. 244 Weather Report</li> </ul>   |



| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (PM)</b>  |  |  |
| <b>SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS</b>  |  |  |
| Standard PM 1: Develop Large Muscle Control and Coordinate Movements in Their Upper and/or Lower Body.   |  |  |
| Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)   |  | <ul style="list-style-type: none"> <li>• Unit 1, pg. 130 We're Standing on One Foot!</li> <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>  |
| Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)  |  | <ul style="list-style-type: none"> <li>• Unit 1, pg. 130 We're Standing on One Foot!</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. 122 Obstacle Course</li> </ul>  |
| Standard PM 2: Develop Small Muscle Control and Coordination.  |  |  |
| Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)  | The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 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>   |
| Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2) | The daily use of a touch pad or mouse develops eye-hand coordination skills.   | <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>   |
| Standard PM 3: Participate in a Variety of Physical Activities to Enhance Strength and Stamina.  |  |  |
| Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)  | <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> |

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>Standard PM 3: Participate in a Variety of Physical Activities to Enhance Strength and Stamina <i>continued</i>.</b>                           |   |  |
| Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2) |   | <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>SUBDOMAIN: HEALTH AND HYGIENE</b>  |   |  |
| <b>Standard PM 4: Develop Appropriate Health and Hygiene Skills.</b>  |   |  |
| Identify different foods and the corresponding food group according to “My Plate”. (4.1)  | <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</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>   |
| Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)  | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</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>   |
| Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)   | <ul style="list-style-type: none"> <li>• Book: the Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Waterford Mentor Resources:</b></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>   |
| Get sufficient sleep and rest to support healthy development of their body. (4.4)   | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>  |

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <b>SUBDOMAIN: SAFETY</b>   |   |  |
| Standard PM 5: Demonstrate Safe Behaviors.   |   |  |
| Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child’s environment) with supervision. (4.1)  | <ul style="list-style-type: none"> <li>• Book: the Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Waterford Mentor Resources:</b></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 7, pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>   |
| Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult’s hand when crossing the street, don’t touch a hot stove, etc.). (4.2) | <ul style="list-style-type: none"> <li>• Book: the Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Waterford Mentor Resources:</b></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>  |
| <b>SOCIAL-EMOTIONAL DEVELOPMENT (SE)</b>   |   |  |
| <b>SUBDOMAIN: SOCIAL RELATIONSHIPS</b>   |   |  |
| Standard SE 1: Develop Healthy Relationships and Interactions with Peers and Adults.   |   |  |
| Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)  | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Relationship Skills</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> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play with You?</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul> |
| Express empathy and sympathy for others. (4.2)   | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby’s Ball</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> </ul>  |

# LOUISIANA EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) FOUR-YEAR-OLDS (48-60 MONTHS) 2013

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <b>Standard SE 1: Develop Healthy Relationships and Interactions with Peers and Adults <i>continued.</i></b>   |   |  |
| Demonstrate understanding of how one’s words and actions affect others. (4.3)  | <b>Waterford Mentor Resources:</b><br>• Relationship Skills   | <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 5, Pg. 238 Friends Use Kind Words</li> </ul>  |
| Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)   | <ul style="list-style-type: none"> <li>• Books: Seeing Fingers; in the Rain; Moving Day; Tortillas, Tortillas</li> <li>• Step into the Story: Seeing Fingers; in the Rain</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> </ul>  |
| Play cooperatively with small group of peers for a sustained time. (4.5)   | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> </ul> <b>Waterford Mentor Resources:</b><br><ul style="list-style-type: none"> <li>• Relationship Skills</li> </ul> | <ul style="list-style-type: none"> <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> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play with You?</li> </ul> |
| Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)  | <b>Waterford Mentor Resources:</b><br>• Relationship Skills   | <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 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> </ul>  |
| Resolve conflict with peers on their own sometimes. (4.7)  | Waterford’s social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 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. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>  |
| Seek help from adults when in conflict with peer, if needed. (4.8)   | 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 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>   |
| Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem- solving. (4.9) | <ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Lost and Found</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> </ul>   |

| LOUISIANA STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>Standard SE 1: Develop Healthy Relationships and Interactions with Peers and Adults <i>continued</i>.</b>  |   |  |
| Develop and maintain positive relationships with peers. (4.10)  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> </ul> <p><b><i>Waterford Mentor Resources:</i></b></p> <ul style="list-style-type: none"> <li>• What Would You Do?</li> <li>• This Belongs to a Friend</li> </ul>                    | <ul style="list-style-type: none"> <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> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play with You?</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul> |
| <b>SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY</b>  |   |  |
| <b>Standard SE 2: Develop Positive Self-Identify and Sense of Belonging.</b>  |   |  |
| Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)   | <ul style="list-style-type: none"> <li>• Books: Lumpy Mush; I Hate Peas; Bad News Shoes</li> <li>• My Family</li> <li>• Come Inside</li> <li>• Squirrel’s Sketches</li> </ul> <p><b><i>Waterford Mentor Resources:</i></b></p> <ul style="list-style-type: none"> <li>• Self-Awareness</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 6, pg. 14 Picturing My Body</li> <li>• Unit 6, pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, pg. 246 I Know</li> </ul>   |
| <b>Standard SE 3: Express Feelings and Beliefs That He/She is Capable of Successfully Making Decisions, Accomplishing Tasks, and Meeting Goals.</b> |   |  |
| Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> </ul> <p><b><i>Waterford Mentor Resources:</i></b></p> <ul style="list-style-type: none"> <li>• Self-Awareness</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, pg. 149 I Am, I Can</li> <li>• Unit 6, pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, pg. 246 I Know</li> </ul>   |
| Attempt new experiences with confidence. (4.2)  | <p><b><i>Waterford Mentor Resources:</i></b></p> <ul style="list-style-type: none"> <li>• Self-Awareness</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> <li>• Unit 7, pg. 246 I Know</li> </ul>  |

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>Standard SE 3: Express Feelings and Beliefs That He/She is Capable of Successfully Making Decisions, Accomplishing Tasks, and Meeting Goals <i>continued</i>.</b> |  |   |
| Make choices or decisions from a range of options. (4.3)   | <ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> <li>• Party Time</li> <li>• Soup's On!</li> <li>• Boo Hoo Baby</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Responsible Decision Making</li> </ul> | <ul style="list-style-type: none"> <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> <li>• Unit 7, pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>   |
| <b>SUBDOMAIN: SELF-REGULATION</b>  |  |   |
| <b>Standard SE 4: Regulate Own Emotions and Behavior.</b>  |  |   |
| Recognize and accurately label the feelings of self. (4.1)   | <ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Emotion Cards</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> </ul>  |
| Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)   | <ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Self-Management</li> <li>• Emotion Cards</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Unit 1, pg. 149 I Am, I Can</li> <li>• Unit 4, pg. 26 Journal Prompt: I feel</li> <li>• Unit 7, pg. 139 Painting My Feelings</li> </ul>  |
| <b>Standard SE 5: Regulate Attention, Impulses, and Behavior.</b>  |  |   |
| Follow rules and routines and adapt to changes in rules and routines. (4.1)  |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 6 the Listening Rug</li> <li>• Unit 1, pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, pg. 10 Good Playing Rules</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> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul> |

| LOUISIANA STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>Standard SE 5: Regulate Attention, Impulses, and Behavior <i>continued</i>.</b>   |  |  |
| Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)     | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel’s Blocks</li> <li>• Lost Dinosaur</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 4, pg. 57 Self-Control Instruments</li> </ul>  |
| With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3) | <ul style="list-style-type: none"> <li>• Find Me!</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> |

## 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

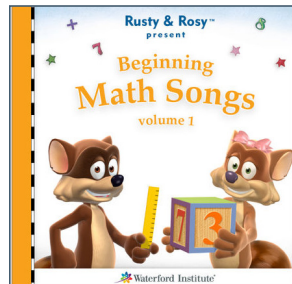
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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



*Download these songs and more at iTunes. Search for “Waterford’s Rusty & Rosy and Friends.”*

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

### Comprehension and Vocabulary

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

### Readiness Skills Letters

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

### Phonological Awareness Letters

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

## 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.