

CURRICULUM *Correlation*



**Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources (including SmartStart Teacher Guides)*

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NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS		
Standard 1.0: Numbers, Number Sense & Computation		
1.PK.3a Recognize and read numerals 0-5.	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Math Books (See titles at end of document.) • Match Numbers • One-to-one Correspondence • Number Instruction 	<ul style="list-style-type: none"> • Read and Write Number Activities • Introduce and Count Number Activities • Unit 2, Pg. 234 Number Books 1-5
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	<ul style="list-style-type: none"> • Make and Count Groups • Match Numbers • One-to-One Correspondence 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets • Unit 7, Pg. 247 How Many Are Hiding?
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Make and Count Groups • Match Numbers • One-to-one Correspondence 	<ul style="list-style-type: none"> • Read and Write Number Activities • Introduce and Count Number Activities • Unit 2, Pg. 235 Number Books 1-5
1.PK.4a Count to 10.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Counting • Number Instruction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Make and Count Groups • Bug Bits 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.0: Numbers, Number Sense & Computation <i>continued</i>		
1.PK.5 Use concrete objects to combine and separate groups up to 5.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Make and Count Groups • Bug Bits 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7
Standard 2.0: Patterns, Functions & Algebra		
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid?
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns
2.PK.3 Compare sets of objects. Determine which set has more or less.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than • Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3.0: Measurement		
3.PK.1 Compare objects by size to determine smaller and larger.	<ul style="list-style-type: none"> • Songs: Big Small; Savanna Size; Synonym Tree; Antonym Ant • Book: Opposites • Opposites • Tall and Short • Heavy and Light • Big and Little • Large Small Toys • Big Little Animals 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
3.PK.4 Sort pennies and nickels.	<ul style="list-style-type: none"> • Song: Save Your Pennies • Coin Identification 	
3.PK.6 Identify day and night.	<ul style="list-style-type: none"> • Songs: The Moon; Sun Blues • Book: Moon Song • Sun • Moon • Constellations 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song
Standard 4.0: Spatial Relationships, Geometry and Logic		
4.PK.1a Identify circles, triangles, and squares.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Book: Imagination Shapes; The Shape of Things • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt
4.PK.1b Begin to recognize two and three dimensional shapes in the environment.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Book: Imagination Shapes; The Shape of Things • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid?

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4.0: Spatial Relationships, Geometry and Logic <i>continued</i>		
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air; The Circus Came to Town • Position • Inside, Outside, Between • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • First, Next, and Last • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
Standard 5.0: Data Analysis		
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Weather • Sort • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
SCIENCE		
Standard: Nature of Science-Scientific Inquiry and Science, Technology, & Society		
N.PK1.a Observe their world.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Build Knowledge • Observe a Simple System • Science Tools • Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 118 Raising Tadpoles • Unit 6, Pg. 18 Listening To My Body

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard: Nature of Science-Scientific Inquiry and Science, Technology, & Society <i>continued</i>		
<p>N.PK1.b Ask questions about their world.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Build Knowledge • Observe a Simple System • Science Tools • Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2
<p>N.PK.2 Share ideas with others.</p>	<p>Waterford's Central Park character Squirrel, models independence and communicates his choices in engaging videos.</p> <ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 363 Seed Investigation
<p>N.PK.3 Use tools safely to observe and explore different objects/ environments.</p>	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 84 What Do You See? • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different?
<p>N.PK.4 Use patterns to predict or sort items.</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Train Station Patterns • Book: Buttons, Buttons • Weather • Sort • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
<p>N.PK.5 Students work in small groups and share ideas with others regarding to science related activities.</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center



NEVADA PRE-KINDERGARTEN STANDARDS 2010

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard: Earth & Space Science—Atmospheric Processes and the Water Cycle; Solar System & Universe; Earth’s Composition & Structure		
E.PK.1 Observe and identify weather from day to day.	<ul style="list-style-type: none"> • Book: That’s What I Like: A Book About Seasons; Whatever the Weather • Calendar/Graph Weather • Weather • Weather Patterns 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 244 Weather Report
E.PK.2 Observe and identify water in different states.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Water; Precipitation • Book: Water Is All Around • Solid and Liquid • Water 	<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2
E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky.	<ul style="list-style-type: none"> • Sun • Moon • Constellations 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 6, Pg. 38 Dramatic Play: To the Moon! • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites
E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).	<ul style="list-style-type: none"> • Perfect Present • Materials • Magnets • Science Tools 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center; Sensory Table
Standard: Physical Science—Matter and Forces & Motion and Energy		
P.PK.1 Sort objects according to observable properties (e.g., by shape and color).	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Simple Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid?
P.PK.2 Explore and demonstrate how objects move.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 7 Pg. 141 Tool Workshop
P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).	<ul style="list-style-type: none"> • Songs: Push and Pull; Gravity • Book: Mr. Mario’s Neighborhood • Push and Pull • Magnets 	<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 7 Pg. 141 Tool Workshop
P.PK.4 Investigate how objects react when placed in water.		<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard: Physical Science—Matter and Forces & Motion and Energy <i>continued</i>		
P.PK.5 Identify hot and cold.	<ul style="list-style-type: none"> • Books: Whatever the Weather; That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter • Sun 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 335 Exploring Water • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold?
Standard: Life Science—Heredity; Structure of Life; Organisms and Their Environment; Diversity of Life		
L.PK.1 Investigate animals and their offspring.	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates • Book: I Want to Be a Scientist Like Jane Goodall • Mammals • Birds • Reptiles • Amphibians • Insects • Worms • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 4, Pg. 118 Raising Tadpoles • Unit 5, Pg. 142 What Makes a Reptile?
L.PK.2 Explore and identify a variety of animals and plants.	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Invertebrates; Plant or Animal; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard: Life Science—Heredity; Structure of Life; Organisms and Their Environment; Diversity of Life <i>continued</i>		
<p>L.PK.3 Identify humans, animals, and plants.</p>	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Invertebrates; Plant or Animal; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
<p>L.PK.4 Use the five senses to explore and investigate the natural world.</p>	<ul style="list-style-type: none"> • Song: Five Senses • Book: Fawn Eyes; I Wish I had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different?

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard: Life Science—Heredity; Structure of Life; Organisms and Their Environment; Diversity of Life <i>continued</i>		
<p>L.PK.5 Identify the basic need for air, water and food.</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants; Water; Food From Plants • Books: A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat • Plants Need Water • Animals Need Water • Plants and Animals Need Air • Healthy Plants’ Needs • Plants • Water • Food From Plants • Sun • Deserts • Mountains • Oceans • Rainforests 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things
<p>L.PK.6 Identify animals and their homes.</p>	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Invertebrates • Books: I Want to Be a Scientist Like Jane Goodall • Mammals • Birds • Reptiles • Amphibians • Insects • Invertebrates • Worms • Deserts • Mountains • Oceans • Rainforests 	<ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 100 Dramatic Play: Pond • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?



NEVADA PRE-KINDERGARTEN STANDARDS 2010

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard: Life Science—Heredity; Structure of Life; Organisms and Their Environment; Diversity of Life <i>continued</i>		
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Science Investigation • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants 	<ul style="list-style-type: none"> • Unit 4, Pg. 16 Vertebrates Have Bones • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? • Unit 5, Pg. 155 Vertebrate Sort and Review • Unit 5, Pg. 174 Invertebrates
L.PK.8 Observe living and non-living things on Earth.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 258 Taking Care of Living Things • Unit 4, Pg. 118 Raising Tadpoles • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth
LANGUAGE AND EARLY LITERACY		
Standard 1.0: Word Analysis		
1.PK.1 Identify words that rhyme.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play
1.PK.2 Identify the beginning sound of own name.	<ul style="list-style-type: none"> • Name Game (What's Your Name?) • Initial Sound • Letter Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.0: Word Analysis <i>continued</i>		
1.PK.3 Identify letters in own name.	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Name Game (What's Your Name?) • Alphabet Introduction • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
1.PK.4 Recognize environmental print and symbols.	<ul style="list-style-type: none"> • Letters Make Words • Words in Your World 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
1.PK.5 Demonstrate awareness that print carries a message.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
Standard 2.0: Reading Strategies		
2.PK.1 Identify the front cover of the book and know how to turn the pages when reading.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities
2.PK.2 Ask questions or make comments pertinent to the story being read.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up—Remember Order • Sum Up—Five Ws • What Comes Next? • Missing Pictures 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
2.PK.3 Identify pictures to aid in comprehension.	<ul style="list-style-type: none"> • Sum Up—Remember Order • Picture Clues • Missing Pictures 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3.0: Literary Text		
3.PK.1 Retell a story with the aid of pictures, props, or a book.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up—Remember Order • Sum Up—Five Ws • What Comes Next? • Missing Pictures 	<ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Dramatic Play Activities
3.PK.5 Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play
3.PK.6 With assistance, listen and respond to words with tone (e.g., poems and finger plays).	<ul style="list-style-type: none"> • Books: Ooey, Goey Mud; Lumpy Mush; The Swing; The Germs; Legs; Lost Socks • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Dramatic Play Activities
3.PK.7 With assistance, listen and discuss stories from different cultures and eras.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Traditional Tales • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner • Unit 6, Pg. 89 Storytelling Festival
3.PK.8 Predict what will happen next in a story.	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 148 Ten Little Goldfish
3.PK.9 Listen to age-appropriate material that makes connections to self and the world around them.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4.0: Expository Text		
4.PK.1 Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Informational Books (See titles at end of document.) • Picture Story 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
4.PK.5a Recall information from an event, text, or picture related to self and the world around them.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Connect to Me • Picture Clues 	<ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Journal Activities
4.PK.5b Respond to or ask a question about an event, text, or picture.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Connect to Me • Picture Clues 	<ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Journal Activities
4.PK.7 With teacher assistance, follow, a simple pictorial direction.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up—Remember Order • Sum Up—Five Ws • What Comes Next? • Missing Pictures 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Standard 5.0: Effective Writing		
5.PK.1 Experiment with writing tools and materials in response to information.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
5.PK.2a Experiment with beginning techniques for using various writing materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5.0: Effective Writing <i>continued</i>		
5.PK.2b Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
5.PK.4a Use letter-like approximation to write name and/or other words or ideas.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Letters Make Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names
5.PK.4b Attempt, with a model, to spell own first name.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Letters Make Words • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
5.PK.4c Attempt, with a model, to write the first letter of first name using the capital letter.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Letters Make Words • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Standard 6.0: Types of Writing		
6.PK.1 Experiment with writing tools and materials to communicate.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
6.PK.2 Experiment with writing tools and materials in response to a familiar experience.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
6.PK.4 Experiment with writing tools and materials in response to literature.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
6.PK.5 Share drawings with others as a response to an expository text.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 6, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist's Statement • Journal Activities

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6.0: Types of Writing <i>continued</i>		
6.PK.6 Share ideas and opinions for class writing.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
6.PK.7 Dictate words, phrases, or sentences to an adult recording on paper.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
6.PK.9a Organize ideas, through group discussion, with teacher assistance for the purpose of group research.	<ul style="list-style-type: none"> • Build Knowledge • Science Books • Math Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like? • Journal Activities
6.PK.9b Identify and explore an area of interest.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like?
6.PK.9c Use, with teacher assistance, a variety of sources to obtain information.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like?

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 7.0: Listening		
7.PK.1a Listen for a variety of purposes with increasing attention span.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Listening Activities • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 17 Listening Song • Unit 1, Pf. 32 Train My Brain: Determination • Unit 2, Pg. 206 Good Friends, Good Listeners
7.PK.1b Listen to and follow a two-step oral direction with the use of formal and informal language.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step, oral directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
7.PK.2 Listen and respond appropriately to stories and group discussions.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up—Five Ws • Find an Answer 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 6 Listening Rug Rules • Unit 5, Pg. 214 Set the Table, Please
7.PK.3 Listen with increasing attention span to gain new vocabulary.	<ul style="list-style-type: none"> • Informational Books • Math Books • Science Books (See titles at end of document.) • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
7.PK.5 Engage in conversation and sometimes follow conversational rules.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8.0: Speaking		
8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.	Waterford introduces letter sounds with instruction demonstrating position of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 136 Find Someone Who Has... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Journal Activities
8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
8.PK.3b Speak in complete sentences using at least three words.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
8.PK.4a Initiate conversation and respond to others.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
8.PK.4b Share ideas and information from personal and share group experiences.	<ul style="list-style-type: none"> • Connect to Me 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
8.PK.4c Ask and answer simple questions.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 75 Grown-up Manners
8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Dramatic Play Activities

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL STUDIES		
Standard H1: People, Cultures, and Civilizations		
H1.PK.1 Children begin to complete simple tasks together.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem
H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Unit 6, Pg. 89 Storytelling Festival
H1.PK.3 Share information about their family practices, customs, and culture	<ul style="list-style-type: none"> • My Family • Baby's Birthday • Sing Around the World Songs 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival
Standard H2: Nation Building & Development		
H2.PK.1 Begin to recognize that problems can occur in groups.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem
Standard H3: Social Responsibility & Change		
H3.PK.1 Begin to understand that differences exist between home and school.		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1m Pg. 14 School Field Trip • Unit 1, Pg. 20 Reflection and Dismissal
Standard G5: The World In Spatial Terms		
G5.PK.1 Identify direction and location (e.g., up/down and above/below).	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through 	<ul style="list-style-type: none"> • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 3, Pg. 304 Farmer Mash

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard G6: Places & Regions		
G6.PK.1 Identify different areas of the classroom and home.	<ul style="list-style-type: none"> Book: Your Backyard 	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
G6.PK.2 Begin to recognize characteristics that make them unique.	<ul style="list-style-type: none"> Books: Mine; José Three; Grandpa’s Great Athlete 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend Unit 3, Pg. 288 Journals: My Family Unit 3, Pg. 346 Journal Prompt: My Job Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
G6.PK.3 Identify numbers and letters related to his/her address.	<ul style="list-style-type: none"> Number Instruction Letter Pictures 	<ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities
Standard G7: Human Systems		
G7.PK.1 Begin to understand that people move to other places.	<ul style="list-style-type: none"> Book: Moving Day 	<ul style="list-style-type: none"> Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
Standard G8: Environment & Society		
G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).	<ul style="list-style-type: none"> Song: Precipitation Weather Calendar/Graph Weather 	<ul style="list-style-type: none"> Unit 7, Pg. 243 What Should I Wear? Unit 7, Pg. 244 Weather Report
Standard Ec9: The Market Economy		
Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).	<ul style="list-style-type: none"> Care of Water Care of Earth 	<ul style="list-style-type: none"> Unit 3, Pg. 347 Where Does Our Water Come From?
Ec9.PK.2 Demonstrate the role of different jobs in the community.	<ul style="list-style-type: none"> Books: Follow the Apples; Mr. Mario’s Neighborhood <p>Mentor Resources:</p> <ul style="list-style-type: none"> Community Helpers 	<ul style="list-style-type: none"> Unit 3, Pg. 326 We All Have Jobs Unit 3, Pg. 373 Trusted Adults
Standard Ec10: The US Economy as a Whole		
Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.	<ul style="list-style-type: none"> Books: Bugs For Sale; Fudge For Sale <p>Mentor Resources:</p> <ul style="list-style-type: none"> Community Helpers Money 	<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standards Ec11: The Dynamic Economy		
Ec10.PK.1 Decide between two choices involving classroom resources.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Standard C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)		
C13.PK.1 Follow classroom and school rules.	Mentor Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
C13.PK.2 Participate in group decision making.	Mentor Resources: <ul style="list-style-type: none"> • Responsible Decision Making 	<ul style="list-style-type: none"> • Unit 6, Pg. 48 Flag On the Moon
Standards C16: Global Relations		
C16.PK.1 Identify their teacher and peers by name.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 23 Counting and Attendance • Unit 1, Pg. 44 Getting Acquainted • Unit 1 Pg. 96 Friendly Musical Chairs
SOCIAL-EMOTIONAL		
Standard 1.0: Self-Confidence		
1.PK.1a Make independent choices from diverse interest centers or activities.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 110 Plan, Do, Review • Unit 4, Pg. 74 It's Okay to Say No • Unit 7, Pg. 186 Journal Prompt: My Good Choice
1.PK.1b Select materials to use for individual expression.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 11 Dramatic Play Center • Journal Activities

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.0: Self-Confidence <i>continued</i>		
1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody • Party Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 45 My Brain Is Always Growing • Unit 7, Pg. 216 Digital Program
1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	Engaging activities and consistent support throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination
Standard 2.0: Self-Direction		
2.PK.1a Separate easily from parents(s)/caregivers(s)/significant adult(s).		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time
2.PK.1b Move through routines and activities with minimal adult/teacher direction.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 31 Cleanup and Center Review • Unit 1 Pg. 36 Jump Up and Down Transition
2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).	<ul style="list-style-type: none"> • Song: Health • Germs • Avoid Germs and Prevent Illness • Health Experiment <p>Mentor Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 31 Cleanup and Center Review • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
2.PK.3a Use toys and materials with care.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the property of others as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 31 Cleanup and Center Review
2.PK.3b Clean up or put away toys and materials when finished.	<ul style="list-style-type: none"> • Squirrel's Blocks • Soup's On • Do I Have To? 	<ul style="list-style-type: none"> • Unit 1, Pg. 22 Arrival and Toy Time • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 31 Cleanup and Center Review • Unit 1, Pg. 33 Cleanup

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3.0: Identification and Expression of Feelings		
3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness).	<ul style="list-style-type: none"> • Boo Hoo Baby • Squirrel’s Blocks • Clubhouse • Marmot’s Basket • Soup’s On! • My Family • Papa’s Thumb • Lost Keys 	<ul style="list-style-type: none"> • Journal Activities • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 7, Pg. 139 Painting My Feelings
3.PK.2a Express feelings, needs or wants in appropriate ways.	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Papa’s Thumb • Noisy Children 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4.0: Interactions with Other Children and Adults		
4.PK.1a Demonstrate appropriate affection for teachers and friends.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
4.PK.1b Express common courtesy to others (e.g., saying “thank you”, “please” and “excuse me”, or passing a plate of cookies).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 10 Please and Thank You • Unit 6, Pg. 75 Grown-Up Manners
4.PK.1c Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have the bike when I am finished”).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
4.PK.1e Be able to say and respond to first and last name.	<ul style="list-style-type: none"> • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 23 Counting and Attendance • Unit 1, Pg. 44 Getting Acquainted • Unit 1 Pg. 96 Friendly Musical Chairs
4.PK.1f Be able to say parent's or caregiver's name.		<ul style="list-style-type: none"> • Unit 3, Pg. 288 Journals: My Family

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5.0: Pro-Social Behaviors		
5.PK.1a Play independently.		<ul style="list-style-type: none"> • Introduction, Pg. 16 Sensory Table • Unit 1, Pg. 4 Arrival and Toy Time • Center Activities
5.PK.1b Play in pairs and small groups.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 88 Let's Play • Unit 6, Pg. 54 Good Friends Activity: Can I Play With You?
5.PK.1c Engage in dramatic play.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
5.PK.1d Initiate play, or enter into play with a group of children already playing.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 6, Pg. 54 Good Friends Activity: Can I Play With You?
5.PK.2a Participate in cooperative groups to complete a task	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 4, Pg. 84 Working Together • Center Activities • Dramatic Play Activities
5.PK.2b Take turns with teacher support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
5.PK.2c Share some of the time.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
Standard 6.0: Attending and Focusing Skills		
6.PK.1a Attend to a task for at least 10 minutes.	Engaging activities and consistent support throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
6.PK.1b Move on to next activity without exhibiting signs of stress.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1 Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6.0: Attending and Focusing Skills <i>continued</i>		
6.PK.1c Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 75 Grown-Up Manners
6.PK.1d Demonstrate ability to delay gratification to complete a larger task.	<ul style="list-style-type: none"> Find Me! 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 88 Journal Prompt: I Took Turns When... Unit 4, Pg. 80 Waiting Game
CREATIVE EXPRESSION		
Standard 1.0: Creative Thinking—Approaches to Learning Through Creativity		
1.PK.1 Use a variety of approaches to solving problems.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Standard 2.0: Creative Thinking—Approaches to Learning Through Motivation and Persistence		
2.PK.1 Select progressively more challenging tasks.	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready. Free Play allows them to choose activities after their lesson is completed.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
2.PK.2a Demonstrate ability to delay gratification to complete a larger task.	<ul style="list-style-type: none"> Find Me! 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 88 Journal Prompt: I Took Turns When... Unit 4, Pg. 80 Waiting Game

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2.0: Creative Thinking—Approaches to Learning Through Motivation and Persistence <i>continued</i>		
2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.	<ul style="list-style-type: none"> Squirrel’s Sketches Mama’s Melody Party Time 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
2.PK.3 Demonstrate persistence by trying again when faced with challenges.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
Standard 3.0: Creative Thinking—Making Connections		
3.PK.1 Combine objects in a variety of ways.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Unit 1, Pg. 119 Sorting Buttons Unit 1, Pg. 134 Texture Sort Unit 3, Pg. 319 Plant Part Salad Unit 3, Pg. 338 Sort It Out Unit 3, Pg. 358 Fancy Shapes Unit 3, Pg. 367 Shapes Mural Unit 7, Pg. 205 Healthy Eating
3.PK.2 Categorize experiences, people and ideas in a variety of ways.	<ul style="list-style-type: none"> Connect to Me 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Journal Activities Dramatic Play Activities
3.PK.3 Create stories and scenarios by combining experiences and ideas.	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Journal Activities Dramatic Play Activities
Standard 1.0: Music and Movement—Singing		
1.PK.1 Make a variety of sounds with their voices.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program. Children are often asked to repeat letter sounds or words, and to sing along with songs.	<ul style="list-style-type: none"> Dramatic Play Activities Unit 3, Pg. 283 High and Low Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble Unit 5, Pg. 140 Grumble, Talk, or Screech
1.PK.2 Create and sing chants.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Sing Around the World Songs 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble Unit 5, Pg. 188 Insect Walking Sounds Unit 6, Pg. 22 Find the Beat Unit 6, Pg. 59 Rhythm Stick Sounds Unit 6, Pg. 85 Storytelling With Instruments

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.0: Music and Movement—Singing <i>continued</i>		
1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Sing Around the World Songs 	<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 2, Pg. 175 Dancing with Props Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble Unit 6, Pg. 12 Hi! Notes Unit 6, Pg. 53 Floating Robots Music Activities Dance Activities Dramatic Play Activities
1.PK.3b Select and recognize a variety of songs from diverse cultures.	<ul style="list-style-type: none"> Sing Around the World Songs 	
Standard 2.0: Music and Movement—Playing Instruments		
2.PK.1 Play and identify a variety of musical instruments.	<ul style="list-style-type: none"> Book: Movin' to the Music Time 	<ul style="list-style-type: none"> Unit 5, Pg. 188 Insect Walking Sounds Unit 6, Pg. 22 Find the Beat Unit 6, Pg. 59 Rhythm Stick Sounds Unit 6, Pg. 85 Storytelling With Instruments
2.PK.2 Participate in a rhythm instrument band.		<ul style="list-style-type: none"> Unit 5, Pg. 188 Insect Walking Sounds Unit 6, Pg. 22 Find the Beat Unit 6, Pg. 59 Rhythm Stick Sounds
2.PK.4 Accompany simple music with rhythm instruments or clapping.		<ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play Music Shop Unit 5, Pg. 188 Insect Walking Sounds Unit 6, Pg. 59 Rhythm Stick Sounds
Standard 3.0: Music and Movement—Improvisation		
3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 1, Pg. 98 Dramatic Play Music Shop Unit 6, Pg. 22 Find the Beat Unit 6, Pg. 59 Rhythm Stick Sounds
3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.		<ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play Music Shop Unit 3, Pg. 365 Animal Beat Unit 5, Pg. 183 Flight of the Bumblebee
Standard 6.0: Music and Movement—Listening		
6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.	<ul style="list-style-type: none"> Book: Movin' to the Music Time 	<ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play Music Shop Unit 3, Pg. 365 Animal Beat Unit 4, Pg. 117 Giraffes Can't Dance Unit 5, Pg. 183 Flight of the Bumblebee

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 7.0: Music and Movement—Evaluation		
7.PK.2 Demonstrate a preference in music.		<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 5, Pg. 188 Insect Walking Sounds • Music Activities • Dance Activities
Standard 8.0: Music and Movement—Application To Life		
8.PK.2 Demonstrate math and language skills while participating in music.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble
Standard 9.0: Music and Movement—Cultural and Historical Connections		
9.PK.1 Experience music from different cultures.	<ul style="list-style-type: none"> • Sing Around the World Songs 	<ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves
Standard 10.0: Music and Movement—Cross-Curricular		
10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Baby’s Ballet • Mama’s Melody • Over, Under, and Through • Above, Below, Next to, On • Inside, Outside, Between 	<ul style="list-style-type: none"> • Dance Activities • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 103 Instrument Chairs • Unit 2, Pg. 233 Mambo Moves • Unit 4, Pg. 117 Giraffes Can’t Dance • Unit 7, Pg. 187 Pathways in Space
10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.		<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 3, Pg. 283 High and Low • Unit 7, Pg. 187 Pathways in Space
10.PK.1c Respond to changes in tempo.	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 5, Pg. 183 Flight of the Bumblebee • Unit 5, Pg. 188 Insect Walking Sounds

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.0: Dramatic Play		
1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 2, Pg. 213 Dramatic Play: Laundromat • Unit 4, Pg. 6 Dramatic Play: Radiologist's Office • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
1.PK.2a Make up new roles from experiences and familiar stories.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 2, Pg. 213 Dramatic Play: Laundromat • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 4, Pg. 6 Dramatic Play: Radiologist's Office • Unit 5, Pg. 230 Dramatic Play: Library • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play.	<ul style="list-style-type: none"> • Soup's On! • Perfect Present • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
1.PK.7 Use dress-up clothes or costumes and other props in dramatic play.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
Standard 2.0: Dramatic Play		
2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).	<ul style="list-style-type: none"> • Song: Savanna Size • Big and Little • Tall and Short • Heavy and Light • Make Comparisons 	<ul style="list-style-type: none"> • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture • Unit 4, Pg. 37 Dramatic Play: Bird Nest
2.PK.2 Imitate roles observed in child's life experiences.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2.0: Dramatic Play <i>continued</i>		
2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Dramatic Play Activities
Standard 3.0: Dramatic Play		
3.PK.3 Differentiate between pretend and real.	<ul style="list-style-type: none"> Real and Make-believe 	<ul style="list-style-type: none"> Dramatic Play Activities
Standard 4.0: Dramatic Play		
4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people.	<ul style="list-style-type: none"> Song: Same and Different Look at Details Describe Characters Pretend Play Real and Make-believe 	<ul style="list-style-type: none"> Story Time Activities Drama & Storytelling Activities Unit 7, Pg. 208 Program Rehearsal Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Standard 5.0: Dramatic Play		
5.PK.1 Use music, movement, and visual arts in dramatic play.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody Pretend Play 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 7, Pg. 208 Program Rehearsal Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).	<ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books Math Books Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> Dramatic Play Activities
Standard 1.0: Visual Arts—Knowledge		
1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 1, Pg. 38 Eric Carle Paintings Unit 2, Pg. 256 Polly's Tea Unit 3, Pg. 309 Leaf Rubbings Unit 3, Pg. 361 Fire Painting Unit 3, Pg. 368 Shades of Paint Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2.0: Visual Arts—Content		
2.PK.4 Identify color, shape, and texture through art experiences.	<ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 2, Pg. 256 Polly’s Tea • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 361 Fire Painting
Standard 3.0: Visual Arts—Content		
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings).	<ul style="list-style-type: none"> • Songs: Colors, Colors; The Painted Rooster • Book: Lizard and the Painted Rock • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 1, Pg. 38 Illustration Investigations • Unit 7, Pg. 154 Gallery Talk
3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Visual Arts Activities
Standard 4.0: Visual Arts—Context		
4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Visual Arts Activities • Unit 1, Pg. 38 Eric Carle Paintings • Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture
Standard 5.0: Visual Arts—Interpretation		
5.PK.1 Recognize their own and others’ artwork.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Party Time 	<ul style="list-style-type: none"> • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk
5.PK.2 Demonstrate respect for the artwork of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk
5.PK.3 Describe or respond to their own creative work or the creative work of others.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Party Time • Book: Lizard and the Painted Rock 	<ul style="list-style-type: none"> • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6.0: Visual Arts—Cross-Curricular		
6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 7, Pg. 139 Painting My Feelings • Visual Arts Activities
6.PK.2 Use visual arts in dramatic play, music, and movement activities.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Papa’s Play 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture • Unit 7, Pg. 134 Dramatic Play: Architect’s Office • Unit 7, Pg. 235 Rain Sticks
PHYSICAL DEVELOPMENT AND HEALTH		
Standard 1.0: Development of Motor Skills		
1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	<ul style="list-style-type: none"> • Songs: Verbs; Health • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 178 Fox In a Box • Unit 7, Pg. 203 Spring Gallop!
Standard 2.0: Movement Forms		
2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 178 Fox In a Box • Unit 7, Pg. 203 Spring Gallop!
2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest <p>Mentor Resources:</p> <ul style="list-style-type: none"> • Yoga Booklet 	<ul style="list-style-type: none"> • Unit 5, Pg. 199 Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce
2.PK.3 Balance on one foot for at least five seconds.		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We’re Standing on One Foot! • Unit 5, Pg. 199 Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 122 Obstacle Course

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3.0: Dance		
3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Dance Activities • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 103 Instrument Chairs • Unit 2, Pg. 175 Dancing with Props • Unit 4, Pg. 89 Fish Moves • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
Standard 4.0: Health Enhancing Lifestyle		
4.PK.1 Engage in daily moderate to vigorous physical activity.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!
Standard 5.0: Personal Responsibility		
5.PK.1 Participate appropriately during physical activities.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 143 Builders and Bulldozers • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 178 Fox In a Box
5.PK.2 Demonstrate turn taking and cooperation during physical activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5.0: Personal Responsibility <i>continued</i>		
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Dance Activities
Standard 6.0: Fine Motor Skills		
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).	The use of Waterford requires children to manipulate a mouse or touch pad developing hand-eye coordination. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.0: Core Concepts—Health Promotion/Disease Prevention		
1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).	<ul style="list-style-type: none"> • Books: The Germs • Avoid Germs and Prevent Illness • Germs <p><i>Mentor Resources:</i></p> <ul style="list-style-type: none"> • Hand Washing Rebus • Dental Chart • Monkey Mouth 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).	<ul style="list-style-type: none"> • Body Parts • Parts of the Face 	<ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 2, Pg. 251 Body Moves • Unit 6, Pg. 41 Picturing My Body
1.PK.3 Identify healthy foods.	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety <p><i>Mentor Resources:</i></p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids 	<ul style="list-style-type: none"> • Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 3, Pg. 337 Emergency! • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p><i>Mentor Resources:</i></p> <ul style="list-style-type: none"> • Hand Washing Rebus • Dental Chart • Monkey Mouth 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)

NEVADA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.0: Core Concepts—Health Promotion/Disease Prevention <i>continued</i>		
1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).	<i>Mentor Resources:</i> <ul style="list-style-type: none"> • Community Helpers 	<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults
1.PK.8 Identify the basic need for air, water, and food.	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants; Water; Food From Plants • Books: A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat • Plants Need Water • Animals Need Water • Plants and Animals Need Air • Healthy Plants’ Needs 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things
Standard 3.0: Self-Management		
3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	<ul style="list-style-type: none"> • Soup’s On! • Party Time • Lost and Found • Lost Dinosaur • Papa’s Thumb • Lost Keys 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings
3.PK.3 Identify potential hazards at home, school, and community, etc.).	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety <i>Mentor Resources:</i> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids 	<ul style="list-style-type: none"> • Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 3, Pg. 337 Emergency! • Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 231 Water Safety
Standard 5.0: Interpersonal Communication		
5.PK.1 Seek adult assistance when injured and/or ill.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help

PRE-READING

Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

Readable (Walk-through/Jump-through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam

FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

Informational Books

The 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?



SUPPORT

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

CONTINUAL DEVELOPMENT

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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at waterford.mentor.org can be found in Spanish or with Spanish support.

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

Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UC...).

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

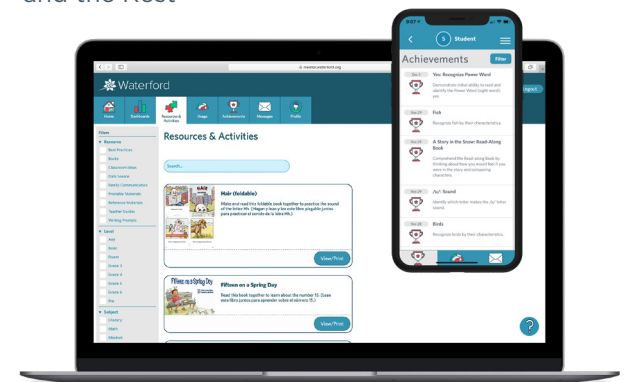
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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

WATERFORD MENTOR

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



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