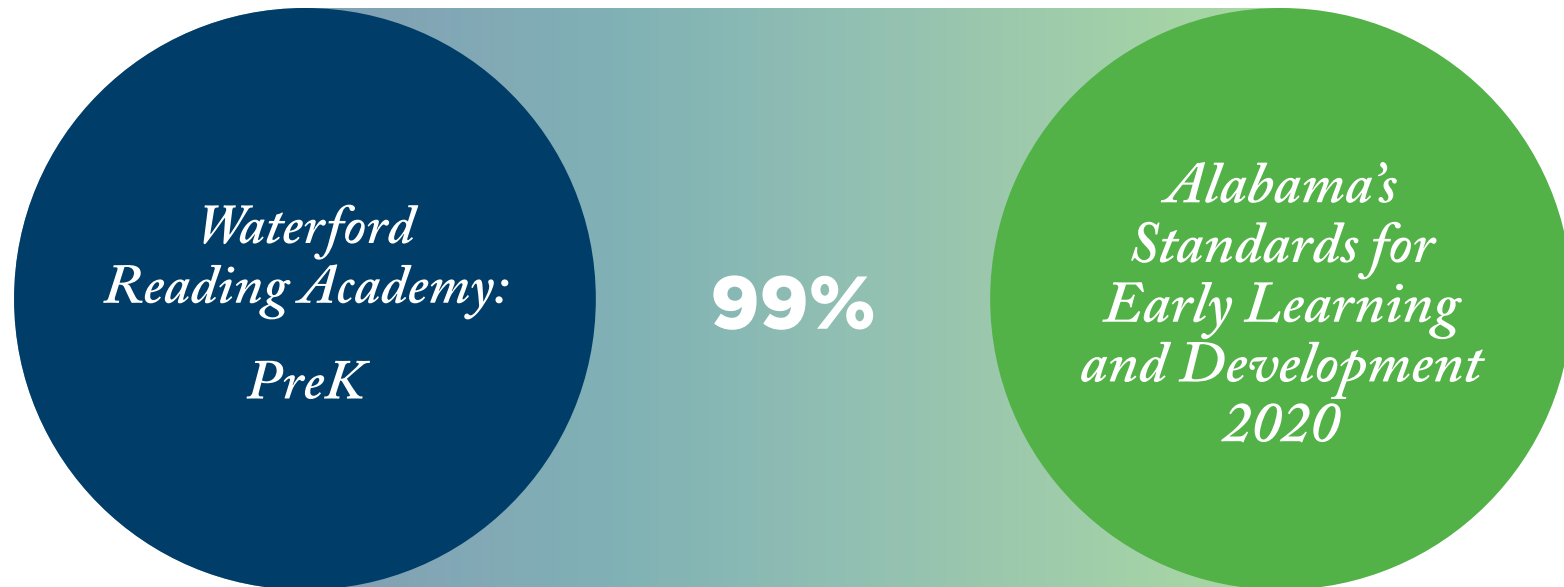


# CURRICULUM *Correlation*



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

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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL EMOTIONAL DEVELOPMENT (SED)</b>		
<b>SED 1: MYSELF</b>		
<b>SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.</b>		
1aOP-1 Differentiate themselves by physical characteristics	<ul style="list-style-type: none"> <li>Books: Mine; José Three</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
1aOP-2 Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Ooey, Gooley Mud; Lumpy Mush; Mine; José Three; Grandpa's Great Athlete</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
1aOP-3 Connect adult's actions to own accomplishments or actions	<ul style="list-style-type: none"> <li>Books: Milton's Mitten; Marty's Mixed-up Mom</li> </ul>	
1aOP-4 Make choices based on likes and dislikes (preferences)	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Ooey, Gooley Mud; Lumpy Mush</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 4, Pg. 74 It's Okay to Say No</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>
1aOP-5 Stand up for rights of others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
<b>SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.</b>		
1bOP-1 Show confidence in ability by taking on new tasks	Waterford Early Learning runs on a dynamic sequence engine that responds to each child's individual interactions. Scaffolded instruction and guided assistance throughout each activity provides support offering more challenging content when they are ready.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities <i>continued.</i></b>		
1bOP-2 Show pride in completion of challenging tasks and activities	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
1bOP-3 Invite peers to join play or activity	<ul style="list-style-type: none"> <li>Book: Will You Play With Me?</li> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
1bOP-4 Describe accomplishments with detail	<ul style="list-style-type: none"> <li>Books: My Super Sticky Sandwich; Birds at My House</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
<b>SED 2: MY FEELINGS</b>		
<b>SED2a: Manage Feelings: Children will identify, manage, and express their feelings.</b>		
2aOP-1 Associate basic emotions with words, expressions or gestures or actions	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Lost and Found</li> <li>Lost Dinosaur</li> <li>Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
2aOP-2 Communicate feelings or emotions in socially-acceptable ways	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Lost and Found</li> <li>Lost Dinosaur</li> <li>Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
2aOP-3 Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> </ul>
2aOP-4 Respond with empathy and compassion at others' expression of emotion	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> <li>Lost Keys</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SED2b: Self-Regulation: Children will begin to self-regulate.</b>		
2bOP-1 Independently use self-regulation strategies to solve simple problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2bOP-2 Adapt behavior to accommodate situation or adult response	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 22 Arrival and Toy Time</li> <li>Unit 1, Pg. 33 Reflection and Dismissal</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>
2bOP-3 Independently solve simple problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2bOP-4 Transition to new activities independently when asked		<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 24 Schedule</li> <li>Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>Unit 1, Pg. 59 Cleanup and Review</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SED 3: MY RELATIONSHIPS</b>		
<b>SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.</b>		
3aOP-1 Separate and easily accept explanation for parting with trusted adult		<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
3aOP-2 Cooperate with adult guidance to achieve adult approval	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
3aOP-3 Initiate and engage with familiar adults to share mutual interests	<ul style="list-style-type: none"> <li>• Where's Papa?</li> <li>• Papa's Play</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
<b>SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.</b>		
3bOP-1 Sustain relationships with other children for an extended period of time		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
3bOP-2 Take the perspective of another child and respond in a manner that is supportive	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
3bOP-3 Play with peers in a coordinated manner including assigning roles, materials and actions	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 88 Let's Play</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers <i>continued</i>.</b>		
3bOP-4 Engage in prosocial behavior during play (cooperating, turn-taking, sharing)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 88 Let's Play</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<b>SOCIAL STUDIES (SST)</b>		
<b>SST 1: SOCIAL SYSTEMS</b>		
<b>SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.</b>		
1aOP-1 Name extended family members (aunts, grandparents, etc.)	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Grandpa's Great Athlete</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
1aOP-2 Talk about relationships with other family members	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Grandpa's Great Athlete; Marty's Mixed-up Mom; Bandage Bandit</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
1aOP-3 Discuss how families differ and how they are the same	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Duc Tho Le's Birthday Present; Moving Day</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.</b>		
1bOP-1 Differentiate groups they belong to	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
1bOP-2 Follow routines and schedules	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
1bOP-3 Understand natural and logical consequences for not following rules	<ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
1bOP-4 Seek out opportunities for leadership	<ul style="list-style-type: none"> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.</b>		
1cOP-1 Compare traits and characteristics of self with others	<ul style="list-style-type: none"> <li>Books: Mine; David Next Door; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 176 Smell Survey</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
1cOP-2 Discuss differences and similarities between themselves and others	<ul style="list-style-type: none"> <li>Books: Mine; David Next Door; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 176 Smell Survey</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
1cOP-3 Show appreciation of own culture or customs	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>SST 2: SOCIAL STUDIES CONCEPTS</b>		
<b>SST2a: Economics: Children will understand about supply and demand, why people work, money, and Community helpers.</b>		
2aOP-1 Realize that people depend on others to have needs met	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
2aOP-2 Describe roles of various Community helpers and workers	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
2aOP-3 Describe occupations' roles and purposes	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
2aOP-4 Understand the purpose of saving for tomorrow	<ul style="list-style-type: none"> <li>Song: Save Your Pennies</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SST2b: Geography: Children will identify basic concepts of location and features in the Community.</b>		
2bOP-1 Use directional terms such as turn left, straight ahead	<ul style="list-style-type: none"> <li>Song: Positioning</li> <li>Left and Right</li> <li>Position</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
2bOP-1 Name own street, town and/or neighborhood	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City with Your Children</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
2bOP-1 Create representations of different landforms and landmarks during play	<ul style="list-style-type: none"> <li>Create Your Own Environment</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
2bOP-1 Use geographic tools to identify landmarks in a specific location	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City with Your Children</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>
<b>SST2c: History: Children will demonstrate an understanding of events and people from the past and present.</b>		
2cOP-1 Use the posted schedule to describe the day's activities	<ul style="list-style-type: none"> <li>Calendar/Graph Weather</li> <li>Today</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 11 Clean Up and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 24 Schedule</li> </ul>
2cOP-2 Distinguish between events that happened in the past, present or future	<ul style="list-style-type: none"> <li>Books: The Old Maple Tree; I Can't Wait; What Will Sara Be?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Schedule</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
2cOP-3 Talk about an event that happened or will happen	<ul style="list-style-type: none"> <li>Books: My Super Sticky Sandwich; I Can't Wait; What Will Sara Be?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Schedule</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
2cOP-4 Discuss past experiences or events in the correct sequence	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 Schedule</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SST2c: History: Children will demonstrate an understanding of events and people from the past and present <i>continued</i> .		
2cOP-5 Use time vocabulary with some accuracy	<ul style="list-style-type: none"> <li>Calendar/Graph Weather</li> <li>Today</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 6, Pg. 27 Digesting Food</li> </ul>
<b>APPROACHES TO PLAY AND LEARNING (APL)</b>		
<b>APL 1: PLAY</b>		
APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.		
1aOP-1 Use props and create characters as part of pretend play	<ul style="list-style-type: none"> <li>Mama's Melody</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
1aOP-2 Engage in elaborate and sustained imaginative play	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
1aOP-3 Distinguish between real life and fantasy	<ul style="list-style-type: none"> <li>Distinguish Between Fantasy and Reality</li> <li>Real and Make-believe</li> </ul>	
APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.		
1bOP-1 Develop and sustain complex play themes and roles in cooperation with peers	<ul style="list-style-type: none"> <li>Papa's Play</li> <li>Pretend Play</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
1bOP-2 Seek out specific children to engage in play experiences		<ul style="list-style-type: none"> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
1bOP-3 Take another's perspective	<ul style="list-style-type: none"> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 20 May I Help Game</li> </ul>
1bOP-4 Articulate values and "rules" through play	<ul style="list-style-type: none"> <li>Clubhouse</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Listening Rug Rules</li> <li>Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APL 2: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE</b>		
<b>APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.</b>		
2aOP-1 Stay focused on activities and tasks until completion	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
2aOP-2 Persist with task completion even after previous efforts have failed	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"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
2aOP-3 Stay engaged in an activity or task despite interruptions	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
2aOP-4 Generalize the success to another task	<ul style="list-style-type: none"> <li>The Picnic</li> <li>Dinner Time</li> <li>Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 2, Pg. 232 Wash the Tables!</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2aOP-5 Set simple goals that extend over time, make plans and follow through	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
<b>APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.</b>		
2bOP-1 Demonstrate understanding that a task can be achieved in multiple ways	<ul style="list-style-type: none"> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2bOP-2 Break down multi-part tasks into steps	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APL2b: Task Analysis: Children will identify the steps needed to achieve a goal <i>continued</i>.</b>		
2bOP-3 Independently identify and seek things needed to complete activities or tasks	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.</b>		
2cOP-1 Apply prior knowledge and experiences to new ideas and activities	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 4, Pg. 86 Fish Investigation</li> <li>Unit 5, Pg. 219 Spider Webs</li> <li>Unit 7, Pg. 235 Rain Sticks</li> </ul>
2cOP-2 Describe the steps they will use to solve a problem	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
2cOP-3 Evaluate different strategies for problem solving and select the strategy they feel will work without trying it	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2cOP-4 Ask specific questions of adult or peer to solve a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>APL 3: WONDERMENT AND INVESTIGATION</b>		
<b>APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.</b>		
3aOP-1 Show eagerness to learn about and discuss new topics, ideas and tasks	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks <i>continued</i>.</b>		
3aOP-2 Ask questions to understand a new concept	<ul style="list-style-type: none"> <li>Books: Guess What I Am; I Want to Be a Scientist Like Jane Goodall</li> <li>Science Investigation</li> <li>Ask a Question</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> </ul>
3aOP-3 Show independence and purpose when making choices.	<ul style="list-style-type: none"> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
3aOP-4 Use complex and varied language to share ideas and influence others during play	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	
3aOP-5 Select and carry out activities without adult prompting	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Baby's Berries</li> <li>The Picnic</li> <li>Squirrel's Sketches</li> <li>Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.</b>		
3bOP-1 Approach new experiences, topics, and ideas with interest	<ul style="list-style-type: none"> <li>Books: In the Rain; Moving Day; The Watermelon Seed; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Story Time Activities</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
3bOP-2 Express a belief that they can do things that are hard	<ul style="list-style-type: none"> <li>Books: My Super Sticky Sandwich; Play Ball; I Want to Be a Scientist Like Jane Goodall</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things <i>continued</i>.</b>		
3bOP-3 Try things they are not sure they can do while avoiding dangerous risks	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Science Tools</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
3bOP-4 Take on new roles in a group setting	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
<b>SCIENCE EXPLORATION AND KNOWLEDGE (SEK)</b>		
<b>SEK 1: SCIENCE CONCEPTS</b>		
<b>SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.</b>		
1aOP-1 Use the five senses to collect information	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> </ul>
1aOP-2 Try new approaches when results differ from what is expected	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• 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</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Observe a Simple System</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
1aOP-3 Form conclusions based on observable actions or results	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> </ul>
1aOP-4 Predict outcomes based on cause and effect, "If I..., then I...."	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Gravity</li> <li>• Science Investigation</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.</b>		
1bOP-1 Describe differences between living and nonliving things	<ul style="list-style-type: none"> <li>Song: Living and Nonliving</li> <li>Living or Nonliving</li> <li>Plants Need Water</li> <li>Animals Need Water</li> <li>Plants and Animals Need Air</li> <li>Healthy Plants' Needs</li> <li>Plants</li> <li>Water</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 223 Living and Nonliving</li> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>
1bOP-2 Describe how living things interact with the environment and its conditions to survive	<ul style="list-style-type: none"> <li>Book: Where in the World Would You Go Today?</li> <li>Deserts</li> <li>Mountains</li> <li>Oceans</li> <li>Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 223 Living and Nonliving</li> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>
1bOP-3 Describe the functions of body parts	<ul style="list-style-type: none"> <li>Body Parts</li> <li>Part of the Face</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 86 Excellent Eyes</li> <li>Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> <li>Unit 6, Pg. 27 Digesting Food</li> </ul>
1bOP-4 Describe the predictable patterns for life cycles of plants and animals	<ul style="list-style-type: none"> <li>Book: A Seed Grows</li> <li>Amphibians</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 4, Pg. 118 Raising Tadpoles</li> </ul>
<b>SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.</b>		
1cOP-1 Experiment with cars, balls, and other objects to determine which is faster	<ul style="list-style-type: none"> <li>Song: Push and Pull</li> <li>Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
1cOP-2 Notice and explain changes in physical properties of objects as a result of outside influences	<ul style="list-style-type: none"> <li>Song: Seasons</li> <li>Book: That's What I Like: A Book About Seasons</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> </ul>	
1cOP-3 Describe characteristics of solids and liquids	<ul style="list-style-type: none"> <li>Song: Solid or Liquid</li> <li>States of Water</li> <li>Solid and Liquid</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 335 Exploring Water</li> <li>Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy <i>continued</i>.</b>		
1cOP-4 Investigate the properties of light and sound	<ul style="list-style-type: none"> <li>Books: My Family Campout; What Sounds Say; Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 1, Pg. 104 Mr. Brown Can Moo! Can You</li> <li>Unit 1, Pg. 105 Pouring Sounds</li> <li>Unit 1, Pg. 107 Sound Box Match Up</li> <li>Unit 1, Pg. 117 Jar Symphony</li> <li>Unit 1, Pg. 118 Sound Order</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
<b>SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.</b>		
1dOP-1 Compare and contrast the properties of natural materials, soil and sand	<ul style="list-style-type: none"> <li>Materials</li> <li>Rocks</li> <li>Soil</li> </ul>	
1dOP-2 Describe the properties and changes of water	<ul style="list-style-type: none"> <li>Song: Solid or Liquid</li> <li>States of Water</li> <li>Solid and Liquid</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 335 Exploring Water</li> <li>Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
1dOP-3 Explore the characteristics of the sun and shadows, moon, clouds and stars	<ul style="list-style-type: none"> <li>Songs: Sun Blues; The Moon</li> <li>Book: Star Pictures</li> <li>Sun</li> <li>Moon</li> <li>Constellations</li> <li>Clouds</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 3, Pg. 287 Sun Safe Song</li> <li>Unit 6, Pg. 38 Dramatic Play: To the Moon!</li> <li>Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
1dOP-4 Explain how weather and its changes impact daily life	<ul style="list-style-type: none"> <li>Songs: Seasons; Precipitation</li> <li>Book: That's What I Like: A Book About Seasons</li> <li>Weather</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 233 Precipitation</li> <li>Unit 7, Pg. 243 What Should I Wear?</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul>
1dOP-5 Describe the day and night cycle	<ul style="list-style-type: none"> <li>Sun</li> <li>Moon</li> <li>Constellation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 6, Pg. 38 Dramatic Play: To the Moon!</li> <li>Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.</b>		
1eOP-1 Describe how changes to the environment occur	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> <li>Care of Earth</li> <li>Care of Water</li> </ul>	
1eOP-2 Discuss how actions positively and negatively impact the environment	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> <li>Care of Earth</li> <li>Care of Water</li> </ul>	
1eOP-3 Demonstrate conservation as part of daily routines	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> <li>Care of Earth</li> <li>Care of Water</li> </ul>	
1eOP-4 Describe the features of habitats that species need for life	<ul style="list-style-type: none"> <li>Deserts</li> <li>Mountains</li> <li>Oceans</li> <li>Rainforests</li> </ul>	
<b>SEK 2: TECHNOLOGY</b>		
<b>SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.</b>		
2aOP-1 Use or adapt appropriate tools and materials to create or solve problems	<ul style="list-style-type: none"> <li>Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	
2aOP-2 Use technology tools to seek out information or an answer to a problem	<ul style="list-style-type: none"> <li>Science Tools</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 38 Illustration Investigation</li> </ul>
2aOP-3 Explain the purposes of specific technology tools	<ul style="list-style-type: none"> <li>Science Tools</li> <li>Science Investigation</li> </ul>	
<b>SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.</b>		
2bOP-1 Differentiate between real or pretend objects or situations	<ul style="list-style-type: none"> <li>Real and Make-believe</li> <li>Fantasy and Reality</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> </ul>
2bOP-2 Discuss if information is realistic or could actually happen	<ul style="list-style-type: none"> <li>Real and Make-believe</li> <li>Fantasy and Reality</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media <i>continued</i>.</b>		
2bOP-3 Describe the specific uses for technology tools	<ul style="list-style-type: none"> <li>Science Tools</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 4, Pg. 244 Weather Report</li> <li>Unit 6, Pg. 117 Digital Safety</li> </ul>
2bOP-4 Identify differences between packaging and what's inside	<ul style="list-style-type: none"> <li>Party Time</li> </ul>	
2bOP-5 Discuss the ways one can find out more information	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 6, Pg. 117 Digital Safety</li> </ul>
<b>SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.</b>		
2cOP-1 Identify appropriate and inappropriate use of digital media		<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 6, Pg. 117 Digital Safety</li> </ul>
2cOP-2 Collaborate with others to create a product or investigate information	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>Unit 4, Pg. 244 Weather Report</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?</li> </ul>
2cOP-3 Use technology terms such as mouse, keyboard, printer as part of daily conversation	Children receive instruction with technology terms as they interact with activities. Directions such as "Using your mouse, move the cursor" and "Enter your answer on your keyboard" become part of conversations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 4, Pg. 54 Help the Birds</li> </ul>
<b>SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.</b>		
2dOP-1 Break down the steps of a problem or activity (Decomposition)	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> </ul>	
2dOP-2 Extend and create design patterns (Pattern Recognition)	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Patterns: AB; ABC; ABB</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>

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SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects <i>continued</i> .		
2dOP-3 Attempt to solve a problem by working through the sequence of steps (Algorithms)	<ul style="list-style-type: none"> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2dOP-4 Assist teacher in sorting needed and unneeded information		<ul style="list-style-type: none"> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>SEK 3: ENGINEERING PROCESSES</b>		
SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.		
3OP-1 Use unique materials to create a simple machine	<ul style="list-style-type: none"> <li>Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	
3OP-2 Follow a visual plan to create a structure		<ul style="list-style-type: none"> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
3OP-3 Create detailed observational drawings that represent objects	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
3OP-4 Follow directional cues to accomplish a task	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 17 Listening Song</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 2, Pg. 206 Good Friends, Good Listeners</li> </ul>
<b>MATHEMATICAL THINKING (MAT)</b>		
<b>MAT 1: NUMBERS AND QUANTITY</b>		
MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.		
1aOP-1 Understand that written numerals represent quantities of objects (up to 10)	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Explain Numbers</li> <li>Number Instruction</li> <li>Number Practice</li> <li>Math Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> <li>Unit 6, Pg. 105 Quantities to 10</li> </ul>
1aOP-2 Compare groups of objects and tell which is same or different, more, less or fewer	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>More Than, Fewer Than</li> <li>More Than</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 8 Greater Than</li> <li>Unit 6, Pg. 71 Less Than</li> <li>Unit 6, Pg. 105 Quantities to 10</li> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>

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<b>MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities</b> <i>continued.</i>		
1aOP-3 Subitize (immediately recognize without counting) five or more objects	<ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Bug Bits</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Subitizing Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 206 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 4, Pg. 102 Read and Write 6: Warm-up Number Dots</li> </ul>
1aOP-4 Identify written numerals from zero (0) up to 10	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Number Instruction</li> <li>Number Practice</li> <li>Math Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
1aOP-5 Match numerals with the correct number of objects, with assistance	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Match Numbers</li> <li>Make and Count Groups</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Math Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 2, Pg. 161 Popcorn Number Match</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<b>MAT1b: Counting and Number Sense: Children will connect number names to quantities.</b>		
1bOP-1 Rote count up to 20 in sequence	<ul style="list-style-type: none"> <li>Book: Circus 20</li> <li>Counting Songs</li> <li>Number 20 Counting</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> </ul>
1bOP-2 Count backwards from 10 to 0	<ul style="list-style-type: none"> <li>Song: Counting Backward</li> <li>Book: A Space Adventure</li> <li>Count Down</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 280 Counting Backwards</li> </ul>
1bOP-3 Demonstrate one-to one correspondence when counting objects placed in a row (one to 15 and beyond)	<ul style="list-style-type: none"> <li>One-to-one Correspondence</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 2, Pg. 261 Make One More</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> </ul>

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<b>MAT1b: Counting and Number Sense: Children will connect number names to quantities <i>continued</i>.</b>		
1bOP-4 Count out a specified number of objects up to 10	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>One-to-one Correspondence</li> <li>Number Instruction</li> <li>Make and Count Groups</li> <li>Math Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 161 Popcorn Number Match</li> <li>Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
1bOP-5 Understand that the last number represents how many objects are in a group	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Songs</li> <li>Number Instruction</li> <li>Match Numbers</li> <li>Number Counting</li> <li>Bug Bits</li> <li>Make and Count Groups</li> <li>Math Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>MAT 2: ALGEBRAIC THINKING</b>		
<b>MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.</b>		
2aOP-1 Use addition and subtraction concepts while playing with sets of objects (0-10)	<ul style="list-style-type: none"> <li>Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Act Out Addition</li> <li>Subtract Groups</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>Unit 6, Pg. 83 Ten Frame Game</li> <li>Unit 7, Pg. 180 Build One More</li> <li>Unit 7, Pg. 229 Build One Less</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
2aOP-2 Independently change size of sets by combining or taking away	<ul style="list-style-type: none"> <li>Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Act Out Addition</li> <li>Subtract Groups</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>Unit 6, Pg. 83 Ten Frame Game</li> <li>Unit 7, Pg. 180 Build One More</li> <li>Unit 7, Pg. 229 Build One Less</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

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<b>MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from <i>continued</i>.</b>		
2aOP-3 Understand that each successive number name refers to a quantity that is one larger	<ul style="list-style-type: none"> <li>Songs: Pirates Can Add; On the Bayou; Addition</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Act Out Addition</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>MAT2b: Sets: Children will classify and organize objects according to properties and attributes.</b>		
2bOP-1 Match objects according to two or more attributes	<ul style="list-style-type: none"> <li>Songs: Same and Different; All Sorts of Laundry; Savanna Size</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Match</li> <li>Size</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
2bOP-2 Sort and place in a series objects according to more than attribute	<ul style="list-style-type: none"> <li>Songs: Same and Different; All Sorts of Laundry; Savanna Size</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Order Size</li> <li>Size</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 3, Pg. 310 Make a Triangle</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 3, Pg. 338 Sort It Out</li> <li>Unit 3, Pg. 358 Fancy Shapes</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
2bOP-3 Put up to 10 objects in order according to an attribute	<ul style="list-style-type: none"> <li>Book: Buttons, Buttons</li> <li>Order Size</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 3, Pg. 338 Sort It Out</li> <li>Unit 3, Pg. 358 Fancy Shapes</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
2bOP-4 Demonstrate knowledge that the same set can be sorted in different ways	<ul style="list-style-type: none"> <li>Song: All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Order Size</li> <li>Size</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 3, Pg. 338 Sort It Out</li> <li>Unit 3, Pg. 358 Fancy Shapes</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>

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<b>MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.</b>		
2cOP-1 Identify differences in the daily schedule or routine	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>
2cOP-2 Identify a pattern, and duplicate or extend	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns: AB; ABC; ABB</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
2cOP-3 Create a more complex pattern that includes different attributes	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns: AB; ABC; ABB</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
2cOP-4 Identify more complex ordinals, such as second, third, or next,	<ul style="list-style-type: none"> <li>• Song: Monster Trucks</li> <li>• Book: The Circus Came to Town</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 3, Pg. 271 What Comes Next?</li> </ul>
<b>MAT 3: SPATIAL REASONING AND GEOMETRY</b>		
<b>MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.</b>		
3aOP-1 Visualize a spatial transformation	<ul style="list-style-type: none"> <li>• Song: Positioning</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
3aOP-2 Describe the way in which objects fit together or verbally share plans with how to fit objects together	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>
3aOP-3 Move body in different ways independently or following directions in response to music or song	<ul style="list-style-type: none"> <li>• Songs: Positioning; Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>

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<b>MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.</b>		
3bOP-1 Identify and classify 2-D and 3-D shapes by their attributes	<ul style="list-style-type: none"> <li>Songs: Kites; Shapes, Shapes, Shapes</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 289 Rectangles and Squares</li> <li>Unit 3, Pg. 299 Triangles</li> <li>Unit 3, Pg. 320 Circles</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
3bOP-2 Visualize shapes by description and find them in the environment	<ul style="list-style-type: none"> <li>Songs: Kites; Shapes, Shapes, Shapes</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 3, Pg. 310 Make a Triangle</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 3, Pg. 368 Shapes Mural</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
3bOP-3 Complete complex shape puzzles	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Form Larger Shapes</li> <li>Tangram Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 310 Make a Triangle</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 3, Pg. 368 Shapes Mural</li> </ul>
<b>MAT 4: MEASUREMENT AND DATA ANALYSIS</b>		
<b>MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.</b>		
4aOP-1 Order objects in a series according to size	<ul style="list-style-type: none"> <li>Order Size</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Order</li> <li>Order by Length</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
4aOP-2 Use a variety of techniques with standard and non-standard tools to measure and compare objects	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
4aOP-3 Compare objects by two or more attributes	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>More Than, Fewer Than</li> <li>More Than</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>



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<b>MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time <i>continued</i>.</b>		
4aOP-4 Show a beginning awareness of the concept of time as a sequence of events	<ul style="list-style-type: none"> <li>Books; I Can't Wait; Mr. Romano's Secret, A Time Story</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
4aOP-5 Use beginning skills of estimation in solving everyday measurement problems	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> </ul>	
<b>MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.</b>		
4bOP-1 Use trial and error to reach a solution to a problem	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Rocks in My Socks; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
4bOP-2 Gather data to answer questions to problems	<ul style="list-style-type: none"> <li>Song: Graphing</li> <li>Calendar/Graph Weather</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Science Center</li> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
4bOP-3 Make a prediction based on data	<ul style="list-style-type: none"> <li>Peek at the Story</li> <li>What Comes Next?</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
4bOP-4 Interpret a chart or graph to explain data findings	<ul style="list-style-type: none"> <li>Calendar/Graph Weather</li> <li>Picture Graphs</li> <li>Bar Graphs</li> </ul>	

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<b>LANGUAGE AND LITERACY (LLT)</b>		
<b>LLT 1: ORAL LANGUAGE</b>		
<b>LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.</b>		
1aOP-1 Understand and follow multi-step directions	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
1aOP-2 Recall the events described in a story	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 Schedule</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
1aOP-3 Respond to questions and extend answer to convey new, but related, thought	<ul style="list-style-type: none"> <li>Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Story Time Activities</li> </ul>
1aOP-4 Attend to conversations and group discussions and respond on topic	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Morning Meetings</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
<b>LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.</b>		
1bOP-1 Combine 5-8 words together into sentences	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
1bOP-2 Engage in storytelling and pretend play, using oral language	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
1bOP-3 Answer questions with detailed and more abstract words and ideas	Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and respond to texts.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
1bOP-4 Use mostly grammatically complex sentence structures	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others <i>continued</i>.</b>		
1bOP-5 Have a vocabulary of over 1000 words	Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and respond to texts.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
1bOP-6 Ask specific questions to understand and solve problems.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
1bOP-7 Produce four to five word phrases using clear and understandable speech	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
<b>LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.</b>		
1cOP-1 Listen and respond on topic with individuals and during group conversations	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"> <li>Story Time Activities</li> <li>Unit 1, Pg. 17 Listening Song</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 2, Pg. 206 Good Friends, Good Listeners</li> </ul>
1cOP-2 Use language to communicate with others during familiar and unfamiliar social situations	Social-emotional videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
1cOP-3 Initiate conversations and stay on topic during at least 5 turn-taking exchanges	Social-emotional videos model conversations initiated by various characters that focus on a topic and include multiple exchanges.	<ul style="list-style-type: none"> <li>Morning Meetings</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
1cOP-4 Demonstrate conversational rules of language	Social-emotional videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	<ul style="list-style-type: none"> <li>Morning Meetings</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LLT 2: EMERGENT READING</b>		
<b>LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.</b>		
2aOP-1 Identify characters and setting in a story	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
2aOP-2 Use title, pictures and prior knowledge to predict story content	<ul style="list-style-type: none"> <li>Print Directionality Introduction</li> <li>Picture Clues</li> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
2aOP-3 Retell or act out a story in the correct sequence	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>Picture Clues</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>Dramatic Play Activities</li> </ul>
2aOP-4 Make connections between stories and real-life experiences	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Story Time Activities</li> </ul>
2aOP-5 Answer questions about the characters and events in a story	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
2aOP-6 Generalize idea to another situation	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
<b>LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.</b>		
2bOP-1 Identify whether or not two words start or end with the same sound	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Final Sound</li> <li>Right Final Sound</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
2bOP-2 Produce rhyming words	<ul style="list-style-type: none"> <li>Rhyming Words</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>Finish the Picture</li> <li>One Doesn't Rhyme</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 51 Fancy Rhyming</li> <li>Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>Unit 2, Pg. 199 Rhyme Race</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language <i>continued</i> .		
2bOP-3 Isolate and match the initial sounds in words with adult guidance	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
2bOP-4 Segment words into syllables	<ul style="list-style-type: none"> <li>Syllables</li> <li>Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 130 Name Syllable</li> <li>Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>Unit 5, Pg. 202 Circus Syllables</li> </ul>
2bOP-5 Identify words as separate Units in a sentence	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
2bOP-6 Blend sounds with adult guidance	<ul style="list-style-type: none"> <li>Blend Onset/Rime Sounds</li> <li>Blending</li> <li>Blending Riddles</li> <li>Blending Dragon</li> <li>Blend Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 11 Magnifying Glass: Onset Rime and Letter Sound /m/</li> <li>Unit 6, Pg. 21 New: Onset Rime and Letter Sound /n/</li> <li>Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>Unit 7, Pg. 214 Listening Activity: I Spy Blending Phonemes</li> <li>Unit 7, Pg. 242 Simon Says Blending</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.		
2cOP-1 Recognize about half of the upper and lower case letters of the alphabet	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Print Concepts</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Similarities and Differences in Letters</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
2cOP-2 Associate some letters of the alphabet with their specific sounds	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>
2cOP-3 Identify words that start with the same letter as their name	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Initial Sound</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>• Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
2cOP-4 Visually discriminate letter shapes and formations	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
2cOP-5 Sort letters and find words that contain specified letters	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.</b>		
2dOP-1 Select different kinds of literature	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> </ul>
2dOP-2 Show beginning understanding of word and sentence structure	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
2dOP-3 Hold book correctly and read from beginning to end	<p>Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.</p> <ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> </ul>	
2dOP-4 Read some environmental print	<ul style="list-style-type: none"> <li>Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
2dOP-5 Track words from left to right, top to bottom, page to page	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>Story Time Activities</li> </ul>
2dOP-6 Know that books have titles, authors and illustrators	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> <li>Story Time Activities</li> </ul>
<b>LLT 3: EMERGENT WRITING</b>		
<b>LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.</b>		
3OP-1 Use a dominant hand for writing		
3OP-2 Use writing for a variety of purposes	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"> <li>Journal Activities</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Unit 1, Pg. 27 Letter Tile Names</li> <li>Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>Unit 1, Pg. 74 Name Magnets</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate <i>continued</i>.</b>		
3OP-3 Write some letters of the alphabet, including name	<ul style="list-style-type: none"> <li>Letter Trace (Letter Picture Writing)</li> <li>Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 4, Pg. 46 Lowercase Letters</li> </ul>
3OP-4 Begin to use inventive spelling using a letter to represent a word	<ul style="list-style-type: none"> <li>Letter Trace (Letter Picture Writing)</li> <li>Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Unit 7, Pg. 151 How to Wash My Bear</li> <li>Journal Activities</li> </ul>
<b>CREATIVE ARTS (CRA)</b>		
<b>CRA1: VISUAL ARTS</b>		
<b>CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.</b>		
1OP-1 Use a variety of art materials to represent an idea, feeling, or object	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
1OP-2 Explore variations of the same color and other colors	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
1OP-3 Create an end product that integrates color, shape, texture and lines	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
1OP-4 Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
1OP-5 Discuss own artistic creations and those of others	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 146 Artist's Statement</li> </ul>



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression <i>continued</i>.</b>		
1OP-6 Show appreciation for different art forms and the creative work of others	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Mama's Melody</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>CRA2: MUSIC</b>		
<b>CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.</b>		
2OP-1 Describe differences in music types	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	
2OP-2 Use musical instruments to make or replicate songs and sounds		<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 53 Floating Robots</li> </ul>
2OP-3 Create and sing nonsense rhymes and songs		<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Music Activities</li> <li>Dance Activities</li> </ul>
2OP-4 Replicate changes in tempo	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Music Activities</li> <li>Dance Activities</li> </ul>
2OP-5 Describe preferences for music types or instruments	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Music Activities</li> <li>Dance Activities</li> </ul>
<b>CRA3: MOVEMENT AND DANCE</b>		
<b>CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.</b>		
3OP-1 Use varied movement elements in response to music (high/low, fast/slow, up/down) etc.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Mama's Melody</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Music Activities</li> <li>Dance Activities</li> </ul>
3OP-2 Use creative movement to express concepts or ideas	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Mama's Melody</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression</b> <i>continued.</i>		
3OP-3 Follow choreographed movement sequences	<ul style="list-style-type: none"> <li>Song: Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
3OP-4 Translate ideas into movement	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Mama's Melody</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 53 Floating Robots</li> </ul>
3OP-5 Watch with enjoyment when others dance or move creatively	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
3OP-6 Attempt or participate in dances from around the world	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul>	
<b>CRA4: DRAMA &amp; ACTING</b>		
<b>CRA4: Drama &amp; Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.</b>		
4OP-1 Use various facial expressions and voice inflections when playing a character	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
4OP-1 Participate in dramatic play activities to express ideas and feelings	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
4OP-1 Initiate role-playing experiences and playing with props and costumes	<ul style="list-style-type: none"> <li>Papa's Play</li> <li>Pretend Play</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> </ul>
4OP-1 Demonstrate an interest in dramatizations of others through actions, stories, and puppetry	<ul style="list-style-type: none"> <li>Papa's Play</li> <li>Pretend Play</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT AND HEALTH (PDH)</b>		
<b>PDH 1: MOTOR DEVELOPMENT</b>		
<b>PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.</b>		
1aOP-1 Coordinate movements with accuracy such as throwing, catching or kicking a ball		<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
1aOP-2 Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling and stretching	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
1aOP-3 Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping		<ul style="list-style-type: none"> <li>Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
1aOP-4 Move with an awareness of personal space	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 2, Pg. 169 Personal Space Circle</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.</b>		
1bOP-1 Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 18 Skeleton Hands</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 5, Pg. 219 Spider Webs</li> </ul>
1bOP-2 Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 18 Skeleton Hands</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 5, Pg. 219 Spider Webs</li> </ul>
1bOP-3 Build structures with small blocks or fit small objects into small holes	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center; Pg. 16 Sensory Table</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>PDH 2: HEALTHY LIVING</b>		
<b>PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.</b>		
2aOP-1 Wash hands and face and toothbrushes independently	<ul style="list-style-type: none"> <li>Song: Health</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Food Pictures (Healthy Eating)</li> <li>My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
2aOP-2 Complete toileting independently		<ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> </ul>
2aOP-3 Independently dress and undress self		<ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 243 What Should I Wear?</li> </ul>
2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks <i>continued</i>.</b>		
2aOP-5 Open food items independently; cut with plastic knife	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
2aOP-6 Classify foods by their food groups	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
<b>PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.</b>		
2bOP-1 Avoid and alert others to danger, such as keeping a safe distance from swings	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
2bOP2 Articulate basic safety rules and explain why they are necessary	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
2bOP-3 Explain how others help keep us safe	<p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
2bOP-4 Explain what to do if someone attempts to touch private body parts		<ul style="list-style-type: none"> <li>Unit 4, Pg. 74 It's Okay to Say No</li> </ul>
2bOP-5 Recognize signs and symbols that indicate danger	<ul style="list-style-type: none"> <li>Words in Your World</li> </ul>	

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

The 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](http://Waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.



## PRE-MATH & SCIENCE

### Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

### Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

## Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## BASIC MATH & SCIENCE

### Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

## FLUENT MATH & SCIENCE

### Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair



All Waterford books and many of the resources available to families at [waterford.mentor.org](https://waterford.mentor.org) can be found in Spanish or with Spanish support.

*Many of these songs are available on the [Waterford.org YouTube channel](#).*