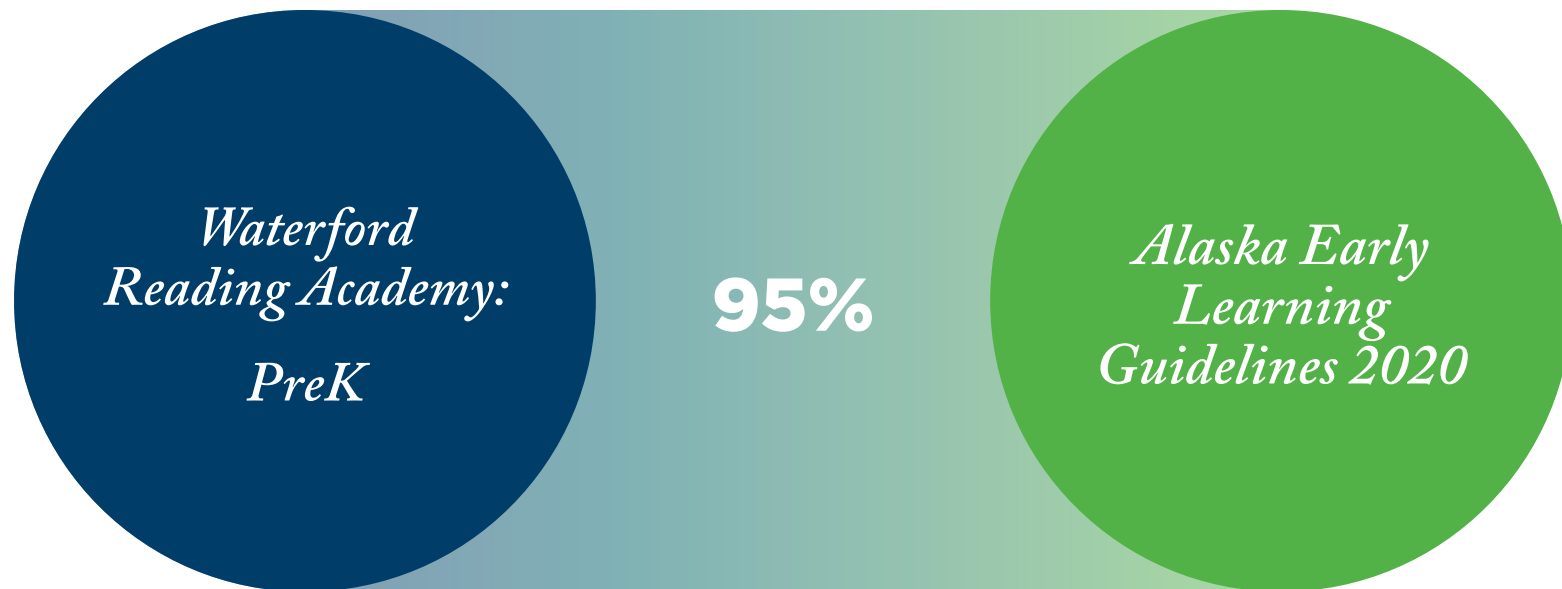


# CURRICULUM *Correlation*



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

# TABLE OF CONTENTS

<b>DOMAIN 1: PHYSICAL WELLBEING, HEALTH, AND MOTOR DEVELOPMENT</b>	<b>1</b>
Goal 1: Children engage in a variety of physical activities	1
Goal 2: Children demonstrate strength and coordination of gross motor skills	2
Goal 3: Children demonstrate stamina in daily activities	3
Goal 4: Children demonstrate strength and coordination of fine motor skills	5
Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)	6
Goal 6: Children practice health skills and routines	6
Goal 7: Children eat a variety of nutritious foods	8
Goal 8: Children are kept safe, and learn safety rules	9
<b>DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<b>10</b>
Goal 9: Children develop positive relationships with adults	10
Goal 10: Children develop positive relationships with other children	10
Goal 11: Children demonstrate awareness of behavior and its effects	13
Goal 12: Children participate positively in group activities	15
Goal 13: Children adapt to diverse settings	15
Goal 14: Children demonstrate empathy for others	16
Goal 15: Children recognize, appreciate, and respect similarities and differences in people	17
Goal 16: Children show awareness of their unique self	18
Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment	21
Goal 18: Children understand and follow rules and routines	21
Goal 19: Children regulate their feelings and impulses	23
Goal 20: Children express appropriately a range of emotions	24
Goal 21: Children demonstrate awareness of family characteristics and functions	25
Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	26
Goal 23: Children demonstrate civic responsibility	26
Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	28

<b>DOMAIN 3: APPROACHES TO LEARNING</b>	<b>29</b>
Goal 25: Children show curiosity and interest in learning	29
Goal 26: Children persist when facing challenges	31
Goal 27: Children demonstrate initiative	32
Goal 28: Children approach daily activities with creativity and imagination	33
Goal 29: Children learn through play and exploration	34
<b>DOMAIN 4: COGNITION AND GENERAL KNOWLEDGE</b>	<b>36</b>
Goal 30: Children gain reasoning and critical thinking	36
Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	37
Goal 32: Children use symbols to represent objects	38
Goal 33: Children can distinguish between fantasy and reality	38
Goal 34: Children demonstrate knowledge of numbers and counting	39
Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length	42
Goal 36: Children sort, classify, and organize objects	43
Goal 37: Children collect information through observation and manipulation	45
Goal 38: Children make predictions and experiment	46
Goal 39: Children observe and describe the natural world	47
Goal 40: Children differentiate between events that happen in the past, present, and future	49
Goal 41: Children demonstrate awareness of location and spatial relationships	49
Goal 42: Children demonstrate knowledge of the relationship among people, places and geography	50
Goal 43: Children demonstrate awareness of economic concepts	51
Goal 44: Children demonstrate awareness of the relationship between humans and the environment	52
Goal 45: Children use technology appropriately	53
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	54
Goal 47: Children demonstrate understanding and appreciation of creative art	55

# TABLE OF CONTENTS

**DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY .....56**

    Goal 48: Children demonstrate understanding of social communication ..... 56

    Goal 49: Children listen and understand communication (receptive language)..... 59

    Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)..... 61

    Goal 51: Children demonstrate appreciation and enjoyment of reading..... 61

    Goal 52: Children use writing for a variety of purposes..... 68

**WATERFORD BOOKS AND RELATED ACTIVITIES .....74**

**WATERFORD FAMILY ENGAGEMENT RESOURCES .....77**

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 1: PHYSICAL WELLBEING, HEALTH, AND MOTOR DEVELOPMENT</b>		
<b>Goal 1: Children engage in a variety of physical activities</b>		
Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming).	<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 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>
Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).	<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 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 53 Floating Robots</li> </ul>
Play actively with other children.	<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 5, Pg. 199 Circus School</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Spend most of the day moving and choosing activities and playmates	<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 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Regularly participate in physical activity (walks, dances, plays organized or informal sports).	<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 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Children engage in a variety of physical activities <i>continued</i></b>		
Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).	<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 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, Pg. 328 We All Have Jobs</li> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 3, Pg. 345 Which Hat is Best?</li> <li>Unit 6, Pg. 69 Dramatic Play: Post Office</li> </ul>
Participate in cooperative games with peers.	<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 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>
Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling	<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 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
<b>Goal 2: Children demonstrate strength and coordination of gross motor skills</b>		
Walk and run in circular paths (around obstacles and corners).	<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 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Crawl through a play tunnel or under tables.	<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 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Climb on play equipment.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	
Throw beanbags or large lightweight ball with progressively more accuracy.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 2: Children demonstrate strength and coordination of gross motor skills <i>continued</i></b>		
Catches large balls with two hands, with progressively more skill for smaller balls.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
Kick ball forward.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
Balance on one foot.		<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 7, Pg. 238 Surfing the Waves</li> </ul>
Hop forward on one foot without losing balance.	<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. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Jump on two feet and over small objects with balance and control.		<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Gallop comfortably		<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Pedal steadily when riding tricycle.		
Walk up and down stairs, using alternating feet, with less and less assistance.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> </ul>
Jump sideways.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>
<b>Goal 3: Children demonstrate stamina in daily activities</b>		
Carry light objects, bags, or backpack for a short distance.		<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 6, Pg. 108 Exercise Makes Me Better</li> </ul>
Repetitively practice new skills.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 3: Children demonstrate stamina in daily activities <i>continued</i></b>		
Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).	<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 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>
Follow along with guided movement activities, such as music and movement or child yoga/Zumba.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Book: Movin' to the Music Time</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
Ride a trike by pedaling for extended periods of time and distance.		
Run 50 to 75 yards without stopping.		<ul style="list-style-type: none"> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> </ul>
Engage in physical activities for at least one hour throughout each day	<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 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>
Complete extended activities such as short hikes or bike rides with supportive adults.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>
Initiate physical activities (movement games with other children, dancing to music).	<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 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Pump on a swing for several minutes.		
Skip for 2 minutes.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
Jump and hop with increasing persistence.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 4: Children demonstrate strength and coordination of fine motor skills</b>		
Eat with utensils.		
Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> </ul>
Copy shapes and geometric designs.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 18 Skeleton Hands</li> <li>Unit 5, Pg. 219 Spider Webs</li> </ul>
Open and closes blunt scissors with one hand.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 18 Skeleton Hands</li> </ul>
Cut paper on a straight line and on a curve but without precision.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 18 Skeleton Hands</li> <li>Unit 5, Pg. 219 Spider Webs</li> </ul>
Manipulate small objects with ease (strings beads, fits small objects into holes).	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 5, Pg. 219 Spider Webs</li> </ul>
Fasten large buttons.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
Use large zippers.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
Increase strength in fingers with age, progressing to using a stapler or hole punch.	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 5, Pg. 219 Spider Webs</li> </ul>
Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).	<ul style="list-style-type: none"> <li>Puzzle Game</li> </ul>	
Write some recognizable letters or numbers.	<ul style="list-style-type: none"> <li>Letter Trace (Letter Picture Writing)</li> <li>Number Instruction</li> </ul>	



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)</b>		
Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).		<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).	<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. 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 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> </ul>
Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> </ul>
Move their body in response to sound, marching or dancing with rhythm.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Book: Movin' to the Music Time</li> </ul>	
Explore new foods through sight, smell and touch, eventually tasting.	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Sight</li> <li>Hearing</li> <li>Touch</li> <li>Taste</li> <li>Smell</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 1, Pg. 86 Excellent Eyes</li> <li>Unit 1, Pg. 105 Pouring Sounds</li> <li>Unit 1, Pg. 152 Slime!</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 7, Pg. 212 It's Different, But It's Good</li> </ul>
Enjoy watching their own image in photo albums, videos and their motions in the mirror.		
<b>Goal 6: Children practice health skills and routines</b>		
Use tissue to wipe own nose and throws tissue in wastebaskets.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul>	
Take care of own toileting needs.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 6: Children practice health skills and routines <i>continued</i></b>		
Wash and dry hands before eating and after toileting, without assistance.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> </ul>
Cooperate and assist caregiver with tooth brushing.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Dental Chart; Monkey Mouth</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
Identify health products (shampoo, toothpaste, soap).		<ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> </ul>
Cover mouth when coughing.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul>	
Recognize and communicate when experiencing symptoms of illness.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul>	
Feed self with fork and spoon, without assistance		
Clean up spills.	<ul style="list-style-type: none"> <li>Book: Animals in the House</li> </ul>	
Get a drink of water without assistance.		
Dress and undress with minimal help.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> </ul>
Choose own clothes to wear, when asked.	<ul style="list-style-type: none"> <li>Book: Whatever the Weather</li> </ul>	
Put shoes on, without assistance.		
Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals)	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> </ul>
Choose to rest when he/she is tired.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Exercise and Rest</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 118 Come Rest Awhile</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 6: Children practice health skills and routines <i>continued</i></b>		
Participate in helping younger siblings with personal care routines.	<ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> </ul>	
Get own snack out of the cabinet.	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> </ul>	
Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Dental Chart; Monkey Mouth</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> <li>Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> </ul>
Wash face, without assistance.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> </ul>
Cover mouth and nose when coughing and sneezing with elbow or tissue.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 54 Germs</li> <li>Unit 6, Pg. 76 Germs Make People Sick</li> </ul>
Use fork, spoon, and (sometimes) a blunt table knife.		
Pour milk or juice easily and with minimal spills.		
Dress and undresses in easy pull-on clothes, without assistance.		
Brush and comb hair, with assistance.		
Help select clothes appropriate for the weather	<ul style="list-style-type: none"> <li>Book: Whatever the Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 243 What Should I Wear?</li> </ul>
<b>Goal 7: Children eat a variety of nutritious foods</b>		
Participate in preparing nutritious snacks and meals.		<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 5, Pg. 243 Worm Cups</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Snack</li> </ul>
Choose to eat foods that are healthy for the body, with assistance.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>My Healthy Plate; Food Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 5, Pg. 243 Worm Cups</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Snack</li> </ul>
Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.	<ul style="list-style-type: none"> <li>Book: Tortillas, Tortillas</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 7: Children eat a variety of nutritious foods <i>continued</i></b>		
Be able to explain the primary function of certain foods (milk helps build strong bones).	<ul style="list-style-type: none"> <li>• Healthy Food</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• My Healthy Plate; Food Pictures</li> </ul>	
Recognize foods from different food groups, with assistance.	<ul style="list-style-type: none"> <li>• Healthy Food</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• My Healthy Plate; Food Pictures</li> </ul>	
Provide simple explanations for own and others' food allergies.		
<b>Goal 8: Children are kept safe, and learn safety rules</b>		
Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground).		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
Use and ask to use helmets when riding on movable toys		
Carry scissors and pencils with points down to avoid accidents.		
Begin to look both ways before crossing street or road, and know to cross with adult assistance.		
Recognize danger and poison symbols and avoid those objects or areas.		
Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly		
Understand the difference between "safe touch" and "unsafe touch"		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I'm In Charge of My Body</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 8: Children are kept safe, and learn safety rules <i>continued</i></b>		
Follow emergency drill instruction (fire, earthquake, tsunami)	<b><i>Mentor Resources:</i></b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids; Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
Begin to try to help getting buckled into car seat.		
Know not to accept rides, food, or money from strangers		<ul style="list-style-type: none"> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 4, Pg. 74 It's Okay to Say No</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm In Charge of My Body</li> </ul>
<b>DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>Goal 9: Children develop positive relationships with adults</b>		
Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five).		<ul style="list-style-type: none"> <li>Unit 1, Pg. 22 Arrival and Toy Time</li> </ul>
Express affection for significant adult ("I love you.").	<ul style="list-style-type: none"> <li>Come Inside</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> </ul>
Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).		
<b>Goal 10: Children develop positive relationships with other children</b>		
Separate willingly from adults to play with other children.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 22 Arrival and Toy Time</li> </ul>
Make and maintains a positive relationship with at least one child (develops friendships).	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul> <b><i>Mentor Resources:</i></b> <ul style="list-style-type: none"> <li>Friends Pictures; How to Listen Like a Friend; This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 10: Children develop positive relationships with other children <i>continued</i></b>		
Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play).	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>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
Participate in simple sequences of pretend play ("It's time to feed the baby, I will get the bottle, you change her diaper.").	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says "When I'm done YOU CAN have it.").	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> </ul>	<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 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Use mostly words and some gestures to communicate ("Do you want to play with me?").	<ul style="list-style-type: none"> <li>Books: Noise? What Noise?; David Next Door</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Interact with other children positively ("I want to be the dad, who do you want to be?").	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Share materials and toys, with assistance ("That is mine." Adult: "You left it here and Carmen saw it."). Helps other children and follows suggestions given by another child ("I'll help you clean up." "Ok, you do the blocks.").	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>Unit 1, Pg. 76 Taking Turns Game</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 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 10: Children develop positive relationships with other children <i>continued</i></b>		
Have positive relationships in different settings (child has friends at school and church).		
Maintain positive relationships with multiple children.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Friends Pictures; How to Listen Like a Friend; This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
Show understanding of another child's feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).	<ul style="list-style-type: none"> <li>Book: David Next Door</li> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emotion Cards; Feelings Poster; Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> </ul>
Attempt to solve problems, seeks adult assistance ("Can we take turns?").	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 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Share materials and toys with other children.	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>Unit 1, Pg. 76 Taking Turns Game</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 6, Pg. 107 How to Solve a Problem</li> </ul>
Initiate more complex cooperative play, with three or more children, for extended periods of time.		<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Center Activities</li> <li>Unit 1, Pg. 88 Let's Play</li> </ul>
Play games with rules, with assistance (adult teaches a simple board game and then children play).		<ul style="list-style-type: none"> <li>Unit 7, Pg. 178 Fox in a Box</li> </ul>
Play different roles and makes plans with children (leader, follower, dad, baby)	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Role Play; Please and Thank You; What Would You Do?; This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 10: Children develop positive relationships with other children <i>continued</i></b>		
Complete projects with other children (children make a fort with sheets. The fort changes often.).	<ul style="list-style-type: none"> <li>Book: Painting By Number</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).	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 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke.").	<ul style="list-style-type: none"> <li>Book: Anansi and the Seven Yam Hills</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>Goal 11: Children demonstrate awareness of behavior and its effects</b>		
Show empathy for physically hurt or emotionally upset child.	<ul style="list-style-type: none"> <li>Book: David Next Door</li> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Describe other children's positive, thoughtful, kind behaviors.	<ul style="list-style-type: none"> <li>Books: In the Rain; Moving Day; Seeing Fingers; David Next Door; Duc Tho Le's Birthday Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.").	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Broken Lamp</li> <li>Baby's Ball</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Consequences Cards; What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> <li>Unit 7, Pg. 186 My Good Choice</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 11: Children demonstrate awareness of behavior and its effects <i>continued</i></b>		
Ask “why” questions about behavior he/she sees.	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Ask a Question</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 150 What Doesn’t Belong</li> </ul>
Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.	<ul style="list-style-type: none"> <li>Book: David Next Door</li> <li>Boo Hoo Baby</li> <li>Baby’s Ball</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Describe how own actions make others feel and behave.	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It’s Not Fair!</li> <li>Broken Lamp</li> <li>Baby’s Ball</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Consequences Cards; What Would You Do?</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. 186 My Good Choice</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Explain his/her response to others’ actions and feelings (“I gave him a hug because he was sad.”)	<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 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Cooperate with peers to complete a project with little conflict.	<ul style="list-style-type: none"> <li>Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
Guess how own and others’ behavior will influence responses	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It’s Not Fair!</li> <li>Broken Lamp</li> <li>Baby’s Ball</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Consequences Cards; What Would You Do?</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. 186 My Good Choice</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 12: Children participate positively in group activities</b>		
Seek out other children to play with.	<ul style="list-style-type: none"> <li>Books: Play Ball; Duc Tho Le's Birthday Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Notice and comment on who is absent from group settings.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 34 Counting and Attendance</li> </ul>
Identify self as a member of a group (family, culture, school).	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Tortillas, Tortillas; Play Ball; I Can't Wait; Andrew's News; Animals in the House</li> <li>My Name is Squirrel</li> <li>My Family</li> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 The Name Song</li> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
Use play to explore, practice and understand social roles.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Friends Pictures; How to Listen Like a Friend; This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</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>
Join a group of other children playing, with adult encouragement		<ul style="list-style-type: none"> <li>Unit 6, Pg. 56 Can I Play With You?</li> </ul>
<b>Goal 13: Children adapt to diverse settings</b>		
Explore objects and materials and interact with others in a variety of group settings.	<ul style="list-style-type: none"> <li>Materials</li> <li>Magnets</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Center Activities</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>
Make smooth transitions from one activity/ setting to the next during the day, with guidance	<ul style="list-style-type: none"> <li>Soup's On!</li> <li>Perfect Present</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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 13: Children adapt to diverse settings <i>continued</i></b>		
Adjust behavior to different settings. Express anticipation of special events in different settings.	Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> <li>Unit 6, Pg. 10 Please and Thank You</li> <li>Unit 6, Pg. 20 Excuse Me Game</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Adjust to a variety of settings throughout the day.	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <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> </ul>
Anticipate diverse settings and what will be needed in them, with assistance (“We are going to the library, so I will need the books.”).	<ul style="list-style-type: none"> <li>Books: My Family Campout; Whatever the Weather</li> <li>Soup’s On!</li> <li>Perfect Present</li> <li>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</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>
<b>Goal 14: Children demonstrate empathy for others</b>		
Notice and show concern for another child’s feelings.	<ul style="list-style-type: none"> <li>Book: David Next Door</li> <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>
Adopt a variety of roles and feelings during pretend play.	<ul style="list-style-type: none"> <li>Books: Ooey, Gooley Mud; I Hate Peas; Lumpy Mush</li> <li>Find Me!</li> <li>Where’s Papa?</li> <li>Boo Hoo Baby</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play; What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Care for and doesn’t destroy plants, flowers and other living things with guidance.	<ul style="list-style-type: none"> <li>Songs: Living and Nonliving; Plants; Water; Food From Plants</li> <li>Books: A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat</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> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <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> <li>Unit 6, Pg. 75 Grown-up Manners</li> <li>Unit 7, Pg. 184 Consequence Game</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 14: Children demonstrate empathy for others <i>continued</i></b>		
Act kindly and gently with safe, child-friendly animals. Describe how another child feels (“I think her feelings are hurt because I was picked to help rake leaves.”).	<ul style="list-style-type: none"> <li>Build Knowledge: Mine</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings; Emotion Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <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> <li>Unit 6, Pg. 75 Grown-up Manners</li> <li>Unit 7, Pg. 184 Consequence Game</li> </ul>
Comfort family members or friends who are not feeling well or are upset.	<ul style="list-style-type: none"> <li>Books: Photos For Phil; David Next Door</li> <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 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Express excitement about special events and accomplishments of others.	<ul style="list-style-type: none"> <li>Book: I Can’t Wait</li> <li>Squirrel’s Sketches</li> <li>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
Be able to adjust plans in response to injured peer or animal (“I know we can’t go to the gym today because David hurt his leg.”).	<ul style="list-style-type: none"> <li>Books: Photos For Phil; Whatever the Weather</li> </ul>	
<b>Goal 15: Children recognize, appreciate, and respect similarities and differences in people</b>		
Identify gender and other basic similarities and differences between self and others.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa’s Great Athlete; I Hate Peas; Ooey, Gooey Mud; José Three; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
Compare similarities or differences of others (hair color, skin color).	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
Develop awareness, knowledge and appreciation of own gender and cultural identity	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 15: Children recognize, appreciate, and respect similarities and differences in people <i>continued</i></b>		
Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
Recognize others' abilities in certain areas (Maria is a fast runner).	<ul style="list-style-type: none"> <li>• Book: Play Ball</li> </ul>	
Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Lumpy Mush; Ooey, Gooey Mud; Bad News Shoes; Play Ball</li> </ul>	
Notice that children might use different words for the same object.	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	
Explore a situation from another's perspective	<ul style="list-style-type: none"> <li>• Books: Elephant Upstairs; Animals in the House; I Met a Monster; What if You Were an Octopus?</li> <li>• Noisy Children</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
<b>Goal 16: Children show awareness of their unique self</b>		
Describe self as a person with a mind, a body, and feelings.	<ul style="list-style-type: none"> <li>• Books: Mine; Grandpa's Great Athlete</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.	<ul style="list-style-type: none"> <li>• Song: Pronouns</li> <li>• My Name is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 16: Children show awareness of their unique self <i>continued</i></b>		
Choose individual activities (doing puzzles, painting).	<ul style="list-style-type: none"> <li>Puzzle Game</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> </ul>
Participate in pretend play, assuming different roles.	<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>Role Play; Please and Thank You; What Would You Do?; This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Describe family members and begin to understand their relationship to one another.	<ul style="list-style-type: none"> <li>Books; Mine; José Three; Grandpa's Great Athlete</li> <li>Come Inside</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
Show awareness of own thoughts, feelings, and preferences.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooey Mud; Lumpy Mush; José Three; Play Ball; Movin to the Music Time</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. 346 Journal Prompt: My Job</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
Describe own basic physical characteristics.	<ul style="list-style-type: none"> <li>Book: Mine</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> </ul>
Try to get his/her way and express clear preferences.	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Bad News Shoes; Ooey, Gooey Mud; Lumpy Mush; Play Ball</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> </ul>
Test abilities through trial and error.	<ul style="list-style-type: none"> <li>Books: My Super Sticky Sandwich; My Reptile Hospital; I Hate Peas</li> </ul>	
Test limits set by caregiver.	<ul style="list-style-type: none"> <li>Book: Bad News Shoes</li> <li>Noisy Children</li> </ul>	
Develop awareness, knowledge, and appreciation of own gender and cultural identity.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; José Three; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooey Mud; Lumpy Mush; José Three; Play Ball; Bad News Shoes</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> </ul>



## ALASKA EARLY LEARNING GUIDELINES 2020

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 16: Children show awareness of their unique self <i>continued</i></b>		
Share information about self with others.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooey Mud; Lumpy Mush; José Three; Play Ball; Bad News Shoes</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. 286 Grandmas: Same and Different</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>
Know some important personal information (family's name, street name).		<ul style="list-style-type: none"> <li>Unit 3, Pg. 270 Grandma's House</li> </ul>
Play alone and with others, and enjoy him or herself.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	
Accept responsibilities and follow through on (helps with chores).	<ul style="list-style-type: none"> <li>Books: José Three; Mela's Water Pot</li> <li>Do I Have To?</li> <li>The Picnic</li> <li>Dinner Time</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> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
Request quiet time and space.	<ul style="list-style-type: none"> <li>Book: The Quiet Book</li> <li>Noisy Children</li> </ul>	
Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high.").	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooey Mud; José Three; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
Describe own skills and abilities in certain areas ("I like to paint.").	<ul style="list-style-type: none"> <li>Book: Grandpa's Great Athlete</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).	<ul style="list-style-type: none"> <li>Book: Play Ball</li> </ul>	
Notice different preferences between self and others ("I like to play with dolls and she likes to play with toy animals.").	<ul style="list-style-type: none"> <li>Book: The City Mouse and the Country Mouse</li> </ul>	

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment</b>		
Express delight with mastery of a skill ("I did it myself.").	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>	
Ask others to view own creations ("Look at my picture.")	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Mama's Melody</li> </ul>	
Demonstrate confidence in own abilities ("I can climb to the top of the big slide!").	<ul style="list-style-type: none"> <li>Books: Grandpa's Great Athlete; José Three; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
Express own ideas and opinions.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooey Mud; José Three; Play Ball</li> </ul>	
Enjoy process of creating.	<ul style="list-style-type: none"> <li>Books: Navajo Beads; Treasures From the Loom; Birds at My House</li> </ul>	
Take on new tasks and improve skills with practice (catching a ball).	<ul style="list-style-type: none"> <li>Book: Play Ball</li> </ul>	
Express delight over a successful project and want others to like it too.	<ul style="list-style-type: none"> <li>Books: Treasures From the Loom; Birds at My House</li> </ul>	
Start a task and work on it until finished.	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> </ul>
<b>Goal 18: Children understand and follow rules and routines</b>		
Participate easily in routine activities (meal time, snack time, bedtime).	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<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. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Follow simple rules without reminders (handles toys with care)	<p>Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.</p> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <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. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Demonstrate increasing ability to use materials purposefully, safely, and respectfully.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other's property as well as their own.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Visual Arts Activities</li> <li>Unit 1, Pg. 19 Birthday Cupcakes</li> </ul>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 18: Children understand and follow rules and routines <i>continued</i></b>		
Adapt to changes in daily schedule.	<ul style="list-style-type: none"> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</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> </ul>
Predict what comes next in the day, when there is an established and consistent schedule.	<ul style="list-style-type: none"> <li>Book: Marty's Mixed-up Mom</li> <li>Soup's On!</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 24 Schedule</li> <li>Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> </ul>
Manage transitions and adapt to changes in schedules and routines with adult support.	<ul style="list-style-type: none"> <li>Book: Photos for Phil</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</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> </ul>
Engage in and complete simple routines without assistance (puts coat on to go outside to play).	<ul style="list-style-type: none"> <li>Book: Whatever the Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 24 Schedule</li> <li>Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> </ul>
Follow rules in different settings (lower voice when enters library).	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<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. 127 Dramatic Play: Construction Site</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 4, Pg. 80 Waiting Game</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Explain simple family or classroom rules to others.	<ul style="list-style-type: none"> <li>Clubhouse</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Listening Rug Rules; 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 3, Pg. 270 Dramatic Play: Grandma's House</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 18: Children understand and follow rules and routines <i>continued</i></b>		
Manage transitions and adapt to changes in schedules and routines independently.	<ul style="list-style-type: none"> <li>• Book: Photos for Phil</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> </ul>
<b>Goal 19: Children regulate their feelings and impulses</b>		
Express strong emotions constructively, at times with assistance.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</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>
Recognize own feelings and desire to control self, with assistance.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</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>
Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <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>
Wait for turn and sometimes show patience during group activities	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <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 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Stick with difficult tasks without becoming overly frustrated.	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> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 19: Children regulate their feelings and impulses <i>continued</i></b>		
Express self in safe and appropriate ways (express anger or sadness without fights.)	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> <li>Papa's Thumb</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>
Show ability to control destructive impulses, with guidance.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> <li>Papa's Thumb</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>
Seek peaceful resolution to conflict.	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 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Stop and listen to instructions before jumping into activity, with guidance.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Listening Rug Rules; 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> </ul>
<b>Goal 20: Children express appropriately a range of emotions</b>		
Name and talk about own emotions.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings; Emotion Cards</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>
Use pretend play to understand and respond to emotions.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings; Emotion Cards</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>
Associate emotions with words and facial expressions.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings; Emotion Cards</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>
Express a broad range of emotions across settings, during play and interactions with peers and adults.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings; Emotion Cards</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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 20: Children express appropriately a range of emotions <i>continued</i></b>		
Share own excitement with peers, caregivers, and adults.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Soup's On!</li> <li>Party Time</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>
Acknowledge sadness about loss (change in caregiver, divorce, or death).	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Lost Dinosaur</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings; Emotion Cards</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>
Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry)	<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>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>
<b>Goal 21: Children demonstrate awareness of family characteristics and functions</b>		
Recognize extended family members (cousins, aunts, uncles).	<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. 268 We All Love Our Families</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
Talk about how other children have different family compositions.	<ul style="list-style-type: none"> <li>Books: My Super Sticky Sandwich; Bandage Bandit; Marty's Mixed-up Mom; A Place for Shad</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> </ul>
Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).	<ul style="list-style-type: none"> <li>Book: Whatever the Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 24 Schedule</li> <li>Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles</b>		
Recognize others' capabilities in specific area ("That woman is good at fixing cars.").	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> </ul>
Identify some types of jobs and some of the tools used to perform those jobs.	<ul style="list-style-type: none"> <li>Book: Treasures From the Loom</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <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>
Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").	<ul style="list-style-type: none"> <li>Books: José Three; Mela's Water Pot</li> <li>Do I Have To?</li> <li>The Picnic</li> <li>Dinner Time</li> </ul>	<ul style="list-style-type: none"> <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 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
<b>Goal 23: Children demonstrate civic responsibility</b>		
Show awareness of group rules (wait before painting because the easels are full).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</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 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Help to make rules for free choice play ("Only four people at the sand table.").	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</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 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Follow rules while playing games and reminds others of the rules.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</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 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 23: Children demonstrate civic responsibility <i>continued</i></b>		
Respond to another child's needs by sometimes giving and sharing	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Baby's Berries</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</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 6, Pg. 107 How to Solve a Problem</li> </ul>
Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with).	<ul style="list-style-type: none"> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
Invite other children to join groups or other activities.	<ul style="list-style-type: none"> <li>• Book: Duc Tho Le's Birthday Present</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
With adult support, avoid imitating the negative behavior of another child. With adult reminders, waits to communicate information in a group.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</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 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 3, Pg. 326 We All Have Jobs</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 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures</b>		
Follow rules and understand that there may be different rules for different places.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities. <b>Mentor Resources:</b> <ul style="list-style-type: none"> <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. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Share information about their family and community.	<ul style="list-style-type: none"> <li>Books: José Three; Mine</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
Identify themselves as members of a family or classroom.	<ul style="list-style-type: none"> <li>Books: José Three; Mine</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
Create art that contains realistic elements (pointing to one of their drawings and saying "This is my house.").	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>
Engage in pretend play and act out different settings or events that happen at home (being a doll's "Daddy" or using a spoon to feed a doll).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> </ul>
Demonstrate an awareness of and appreciation for personal characteristics ("That man is nice.", "She has red hair.").	<ul style="list-style-type: none"> <li>Books: José Three; Mine; Moving Day; Play Ball; Mr. Lucky Straw; The Brothers; Darren's Work</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 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 3: APPROACHES TO LEARNING</b>		
<b>Goal 25: Children show curiosity and interest in learning</b>		
Ask others for information (“What is that?” “Why is the moon round?”).	<ul style="list-style-type: none"> <li>Books: Magnifying Glass; Shell Houses; Mr. Mario’s Neighborhood</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>
Use “Why” to get additional information.	<ul style="list-style-type: none"> <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>
Develop personal interests (trains, farm animals).	<ul style="list-style-type: none"> <li>Books: Ooey, Gooley Mud; That’s What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall</li> <li>Farm Animals</li> <li>Big Little Animals</li> <li>Animal Sounds</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>
Ask a peer to join in play.	<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>
Join a play activity already in progress	<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>
Select new activities during play time (select characters for dress-up).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<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>
Engage in discussions about new events and occurrences (“Why did this happen?”)	<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>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 25: Children show curiosity and interest in learning <i>continued</i></b>		
Ask questions about changes in his/her world.	<ul style="list-style-type: none"> <li>Books: A Seed Grows; That's What I Like: A Book About Seasons</li> <li>Amphibians</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</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>
Look for new information and want to know more about personal interests.	<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>
Develop increasing complexity and persistence in using familiar materials.	<ul style="list-style-type: none"> <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 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>
Form a plan for an activity and act on it.	<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. 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>
Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.	<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; 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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 26: Children persist when facing challenges</b>		
Focuses on tasks of interest to him/her.	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>
Remains engaged in an activity for at least 5 to 10 minutes at a time.	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>
Completes favorite tasks over and over again.	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 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower).	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>
Uses at least two different strategies 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>
Participates in meal time with few distractions.	<ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> </ul>
Works on a task over a period of time, leaving and returning to it (block structure).	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest through single or multiple sessions.	<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 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Shifts attention back to activity at hand after being distracted.	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>
Focuses on projects despite distractions.	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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 26: Children persist when facing challenges <i>continued</i></b>		
Accepts reasonable challenges and continues through frustration.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Blocks</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>
Cooperates with a peer or adult on a task.	<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>Dramatic Play Activities</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>Goal 27: Children demonstrate initiative</b>		
Ask a peer to join in play	<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 1, Pg. 10 Good Playing Rules</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</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. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Join a play activity already in progress, with assistance.	<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>
Select new activities during play time (select characters for dress-up).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Offer to help with chores (sweeping sand from the floor, helping to clean up spilled juice).	<ul style="list-style-type: none"> <li>Books: José Three; Animals in the House; Mr. Lucky Straw; The Brothers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 3, Pg. 328 We All Have Jobs</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 27: Children demonstrate initiative <i>continued</i></b>		
Find and use materials to follow through on an idea ( blocks for building a tower, blank paper and crayons for drawing about a story or experience).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
Make decisions about what activity or materials to work with from selection offered.	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>Goal 28: Children approach daily activities with creativity and Imagination</b>		
Invent new activities or games.		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Use imagination to create a variety of ideas.	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Create acceptable rules for group activities.	<b><i>Mentor Resources:</i></b> <ul style="list-style-type: none"> <li>• Good Playing Rules; Listening Rug Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
Make up words, songs, or stories.	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Choose a Sound</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> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>
Express ideas through art construction, movement, or music.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Activities</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> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 28: Children approach daily activities with creativity and Imagination <i>continued</i></b>		
Engage in extensive pretend play that includes role play (play “house” or “explorers”).	<ul style="list-style-type: none"> <li>Soup’s On!</li> <li>Perfect Present</li> <li>Papa’s Play</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Center Activities</li> <li>Introduction, Pg. 16 Sensory Table</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Investigate and experiment with materials.	<ul style="list-style-type: none"> <li>Materials</li> <li>Magnets</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
Represent reality in a variety of ways (pretend play, drawing).	<ul style="list-style-type: none"> <li>Squirrel’s Sketches</li> <li>Real and Make-believe</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 146 Artist’s Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> <li>Visual Arts Activities</li> </ul>
Invent projects and work on them.	<ul style="list-style-type: none"> <li>Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
Engage in role play	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Role Play; What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, Pg. 334 Tuesday Story: Call for Help</li> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
<b>Goal 29: Children learn through play and exploration</b>		
Tell others about events that happened in the past	<ul style="list-style-type: none"> <li>Books; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> </ul>	
Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 29: Children learn through play and exploration <i>continued</i></b>		
Think out loud and talk through a situation.	Central Park character, Squirrel demonstrates thinking out loud as he talks through what he should do in different situations.	
Work out problems mentally rather than through trial and error	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 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Use a variety of methods to express thoughts and ideas (discussion, art activities).	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Mama's Melody</li> <li>Perfect Present</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 4, Pg. 57 Self-Control Musical Instruments</li> <li>Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 6, Pg. 85 Storytelling with Instruments</li> <li>Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom</li> </ul>
Demonstrate long-term memory of meaningful events and interesting ideas.	<ul style="list-style-type: none"> <li>Books: The Story Cloth; Milton's Mittens</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> </ul>
Describe or act out a memory of a situation or action.	<ul style="list-style-type: none"> <li>Books: My Super Sticky Sandwich; My Reptile Hospital; I Hate Peas</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> </ul>
Seek information for further understanding	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Build Knowledge</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 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
Use multiple sources of information to complete projects and acquire new information, with assistance.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Build Knowledge</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 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 29: Children learn through play and exploration <i>continued</i></b>		
Plan activities and set goals based on past experience.	<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>
Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.	<ul style="list-style-type: none"> <li>Books: Anansi and the Seven Yam Hills; Frank's Pranks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>DOMAIN 4: COGNITION AND GENERAL KNOWLEDGE</b>		
<b>Goal 30: Children gain reasoning and critical thinking</b>		
Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled).	<ul style="list-style-type: none"> <li>Songs: Push and Pull; Gravity</li> <li>Books: Mr. Mario's Neighborhood; Up and Down</li> <li>Push and Pull</li> <li>Magnets</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
Recognize and labels aspects of an event (long, fun).	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> </ul>	<ul style="list-style-type: none"> <li>Journal Prompt Activities</li> </ul>
Compare experiences, with adult assistance (recalls and compares play times with different children).	<ul style="list-style-type: none"> <li>Books: Moving Day; Photos For Phil; Duc Tho Le's Birthday Present</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <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>
Use comparative words ("Now the music is faster." "The soup is hotter than the juice.").	<ul style="list-style-type: none"> <li>Songs: Large, Larger, Largest; Let's Compare</li> <li>Comparatives</li> </ul>	
Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).	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. 68 Dramatic Play: Garage</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 30: Children gain reasoning and critical thinking <i>continued</i></b>		
Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand).	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> <li>Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Explain reasoning behind a strategy or choice and why it did or didn't work.	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together).	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. 68 Dramatic Play: Garage</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Remember past experiences in the correct order and includes relevant details. ("How did the peddler feel when the monkeys didn't give him back his caps?").	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
<b>Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges</b>		
Find their own solution or agree to try someone else's idea for a problem (accepting a suggestion to secure a tower's greater stability by building it on a wood floor rather than on a thick rug).	<ul style="list-style-type: none"> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 68 Dramatic Play: Garage</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>What Comes Next?</li> <li>Missing Pictures</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>
Follow detailed, multi-step directions.	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>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 32: Children use symbols to represent objects</b>		
Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big).	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Look at Details</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
Use symbols or pictures as representation for talking.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Use objects to represent real items in make-believe play (card becomes camera).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors).	<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>
Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less").	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than</li> <li>Fewer 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>
Represent simple objects through drawings, movement, mime, three-dimensional constructions	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
<b>Goal 33: Children can distinguish between fantasy and reality</b>		
Take on pretend roles and situations, using the appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 33: Children can distinguish between fantasy and reality <i>continued</i></b>		
Make connections between characters in books, stories, or movies, with people in real life.	<ul style="list-style-type: none"> <li>Books: Grandpa's Great Athlete; Play Ball; Mine; My Super Sticky Sandwich</li> </ul>	
Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted.	<ul style="list-style-type: none"> <li>Real or Make-believe</li> <li>Distinguish between Fantasy and Reality</li> </ul>	
Understand and express when fantasy is influencing actions ("I was just pretending to do that.").	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Recognize that some characters, places, and objects in stories, movies, television shows are not real.	<ul style="list-style-type: none"> <li>Real or Make-believe</li> <li>Distinguish between Fantasy and Reality</li> </ul>	
<b>Goal 34: Children demonstrate knowledge of numbers and counting</b>		
Quickly count objects up to four.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> </ul>
Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Subtract Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 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>
Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> </ul>
Count to 10 from memory.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Squirrel's Number Blocks</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Counting and Attendance</li> <li>Unit 6, Pg. 50 Introduce and Count Number 10</li> </ul>
Understand that the last number counted represents the number of objects in a set.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Counting and Attendance</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 34: Children demonstrate knowledge of numbers and counting <i>continued</i></b>		
Recognize and write some numerals up to 10.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Math Books</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Read and Write Number Activities</li> </ul>
Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more).	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 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>
Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10.	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> <li>• Bug Bits</li> <li>• Moving Target (Dots )</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 252 Find One More</li> <li>• Unit 3, Pg. 271 What Comes Next?</li> <li>• Unit 5, Pg. 160 Counting On</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer 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>
Understand that adding one or taking away one changes the number in a group of objects by exactly one.	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 34: Children demonstrate knowledge of numbers and counting <i>continued</i></b>		
Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Subtract Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 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>
Verbally count beyond 20, demonstrating an understanding of the number pattern.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> </ul>
Use strategies to count large sets of objects (more than 10).	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> </ul>
Know the number that comes before or after a specified number (up to 20).	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Chart</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> </ul>
Recognize and order each written numeral up to 10.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Books</li> <li>Number Instruction</li> <li>Number Chart</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>
Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Subtract Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length</b>		
Compare two small sets of objects (five 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>Greater Than, Less Than</li> <li>More Than</li> <li>Fewer 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>
Make small series of objects (putting three or four objects in order by length).	<ul style="list-style-type: none"> <li>Order Size</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 243 Central Park Board Game</li> <li>Unit 7, Pg. 136 Exploring Length</li> </ul>
Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others).	<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>
Use multiple copies of the same Unit to measure (seeing how many pillows make up pillow fort wall).	<ul style="list-style-type: none"> <li>Nonstandard Units of Length</li> <li>Length</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> </ul>
Use comparative language (“shortest,” “heavier,” “biggest”).	<ul style="list-style-type: none"> <li>Songs: Large, Larger, Largest; Let’s Compare; Savanna Size; Big Little Animals</li> <li>Size</li> <li>Big and Little</li> <li>Tall and Short</li> <li>Heavy and Light</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>
Build block buildings and include such structural features as arches and ramps.	<ul style="list-style-type: none"> <li>Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> </ul>
Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest).	<ul style="list-style-type: none"> <li>Order 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>
Use correct tools to measure different items (choosing a scale for weight and a cup for volume).	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> <li>Nonstandard Units of 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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length <i>continued</i></b>		
Use measurement language (“This is three blocks long.”).	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> <li>Nonstandard Units of 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>
Correctly add an object to an existing series (put longest block at end of row of increasing lengths).	<ul style="list-style-type: none"> <li>Order Size</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>Goal 36: Children sort, classify, and organize objects</b>		
Sort objects and then counts and compares them.	<ul style="list-style-type: none"> <li>Songs: All Sorts of Laundry; Greater Than, Less Than; More Than, Fewer Than</li> <li>Books: Buttons, Buttons; For the Birds</li> <li>Sort</li> <li>Make and Count Groups</li> <li>Greater Than, Less Than</li> <li>Fewer Than</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>
Sort objects by one attribute into two or more groups (big, medium, and small).	<ul style="list-style-type: none"> <li>Songs: Savanna Size, Measuring Plants</li> <li>Capacity</li> <li>Length</li> <li>Order Size</li> <li>Big and Little</li> <li>Tall and Short</li> <li>Heavy and Light</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>
Classify everyday objects that go together (mittens, hats, coats).	<ul style="list-style-type: none"> <li>Book: Together</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 338 Sort It Out</li> </ul>
Copy, complete, and extend repeating patterns.	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern: AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>
Build block buildings and include such structural features as arches and ramps.	<ul style="list-style-type: none"> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 36: Children sort, classify, and organize objects <i>continued</i></b>		
Count only those objects in a group that have a specific attribute (all of the red cars in a picture).	<ul style="list-style-type: none"> <li>Song: All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Make and Count Groups</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. 338 Sort It Out</li> </ul>
Place four or more objects or groups in order (number, length, etc.).	<ul style="list-style-type: none"> <li>Songs: Savanna Size, Measuring Plants</li> <li>Capacity</li> <li>Length</li> <li>Order Size</li> <li>Big and Little</li> <li>Tall and Short</li> <li>Heavy and Light</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>
Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules (“These are all of the red ones, but these are all of the big ones.”).	<ul style="list-style-type: none"> <li>Song: All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Make and Count Groups</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. 338 Sort It Out</li> </ul>
Replicate and extend simple patterns (adds yellow to patterns of different colored blocks).	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern: AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>
Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person)	<ul style="list-style-type: none"> <li>Books: Imagination Shapes; The Shape of Things</li> <li>World Shapes</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Shape Puzzle</li> </ul>	<ul style="list-style-type: none"> <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>
Build complex block buildings, intentionally maintain such features as symmetry	<ul style="list-style-type: none"> <li>Book: Symmetry and Me</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> </ul>
Help child create his or her own patterns (“What would it look like if we sorted blocks by color?”).	<ul style="list-style-type: none"> <li>Songs: Train Station Patterns; All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Patterns</li> <li>Pattern: AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 36: Children sort, classify, and organize objects <i>continued</i></b>		
Suggest different rules for sorting (put a different color spoon with each plate)	<ul style="list-style-type: none"> <li>Songs: All Sorts of Laundry</li> <li>Books: Buttons, Buttons</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 3, Pg. 338 Sort It Out</li> </ul>
Offer art projects that use shapes (“You can draw a house by putting a triangle on top of a square.”, “You can draw a rectangle for the door.”).	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Kites; Marmot Shapes</li> <li>Books: Imagination Shapes; The Shape of Things</li> <li>Simple Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> <li>Solid Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 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>
<b>Goal 37: Children collect information through observation and manipulation</b>		
Identify and distinguish among senses (tastes, sounds, textures).	<ul style="list-style-type: none"> <li>Song: The Five Senses</li> <li>Sight</li> <li>Hearing</li> <li>Touch</li> <li>Smell</li> <li>Taste</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 1, Pg. 107 Sound Box Match Up</li> <li>Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>
Use non-standard tools (blocks, paper tubes) to explore the environment.	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Nonstandard Units of 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>
Try new experiences provided by adults and describe observations (mixing soil and water to make mud).	<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>Science Center</li> <li>Unit 3, Pg. 335 Exploring Water</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
Seek information through observation, exploration, and conversations.	<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>Science Center</li> <li>Unit 3, Pg. 335 Exploring Water</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 37: Children collect information through observation and manipulation <i>continued</i></b>		
Identify, describe, and compare objects.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Savanna Size; Large, Larger, Largest</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Capacity</li> <li>• Length</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</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>
<b>Goal 38: Children make predictions and experiment</b>		
Ask questions and finds answers through active exploration.	<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>• Science Center</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
Make predictions and develops generalizations based on past experiences	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> </ul>	<ul style="list-style-type: none"> <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. 363 Seed Investigation</li> </ul>
Use vocabulary that show recognition of changes (such as sink, float, melt, freeze).	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• States of Water</li> <li>• Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 335 Exploring Water</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 39: Children observe and describe the natural world</b>		
Identify things as living or non-living based on their characteristics (breathes, moves, grows).	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Book: A Seed Grows</li> <li>• Living or Nonliving</li> <li>• Observe a Simple System</li> <li>• Materials</li> <li>• Rocks</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 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
Describe characteristics of plants, animals, and people ("That tree grew really tall!").	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal</li> <li>• Books: A Seed Grows</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
Show understanding of changes in living things (plants, spider webs).	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Measuring Plants</li> <li>• Books: A Seed Grows; The Old Maple Tree</li> <li>• Amphibians</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 39: Children observe and describe the natural world <i>continued</i></b>		
Ask questions about growth and change in plants and animals.	<ul style="list-style-type: none"> <li>Songs: Plants Are Growing; Measuring Plants</li> <li>Books: A Seed Grows; The Old Maple Tree</li> <li>Amphibians</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 4, Pg. 118 Raising Tadpoles</li> <li>Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter ("Water is wet.").	<ul style="list-style-type: none"> <li>Songs: Solid or Liquid; Matter</li> <li>Book: Pancakes Matter</li> <li>States of Matter</li> <li>Solid and Liquid</li> <li>Solid, Liquid, Gas</li> <li>Rocks</li> <li>Soil</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>
Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.	<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> </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>
Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).	<ul style="list-style-type: none"> <li>Song: Precipitation</li> <li>Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> <li>Calendar/Graph Weather</li> <li>Weather</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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 40: Children differentiate between events that happen in the past, present, and future</b>		
With support, retell or reenact familiar stories, including such details as characters, phrases, and events.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</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>
Demonstrate an awareness of important activities that are “coming up” or “in the near future” (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.	<ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> </ul>	
<b>Goal 41: Children demonstrate awareness of location and spatial relationships</b>		
Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Shape Puzzle</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> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Combine and separate shapes to make designs or pictures (complete shape puzzles).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Shape Puzzle</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> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.	<ul style="list-style-type: none"> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation.	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Marmot's Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple 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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 41: Children demonstrate awareness of location and spatial relationships <i>continued</i></b>		
Use basic language to describe location ("I am under the bed.).	<ul style="list-style-type: none"> <li>Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>Book: Up in the Air</li> <li>Position</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> <li>Inside, Outside, Between</li> <li>First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Correctly follow directions involving their own positions in space ("move forward," "sit behind," etc.).	<ul style="list-style-type: none"> <li>Song: Positioning</li> <li>Position</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Position Words; Long Lewie Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes</li> <li>Books: Buttons, Buttons</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Sort</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. 368 Shapes Mural</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
<b>Goal 42: Children demonstrate knowledge of the relationship among people, places and geography</b>		
Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park).	<ul style="list-style-type: none"> <li>Book: Your Backyard</li> <li>Create Your Own Environment</li> </ul>	
Be aware of characteristics of own geographic region ("It rains/snow here a lot.")	<ul style="list-style-type: none"> <li>Book: Where in the World Would You Go Today?</li> <li>Mountains</li> <li>Deserts</li> <li>Oceans</li> <li>Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>
Recognize where he/she is while traveling in familiar areas, most of the time.	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Book: Your Backyard</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>
Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Book: Your Backyard</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 42: Children demonstrate knowledge of the relationship among people, places and geography <i>continued</i></b>		
Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs).	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Book: Your Backyard</li> <li>Weather</li> <li>Mountains</li> <li>Deserts</li> <li>Oceans</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child; Community Helpers</li> </ul>	
Help to navigate on journeys ("After you pass the blue house, our house is next." "I live by the bus stop.")	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	
<b>Goal 43: Children demonstrate awareness of economic concepts</b>		
Understand that money is needed to purchase goods and services.	<ul style="list-style-type: none"> <li>Books: Bugs For Sale; Fudge For Sale</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Money</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Play store or restaurant with play or real money, receipts, credit cards, telephones.	<ul style="list-style-type: none"> <li>Books: Bugs For Sale; Fudge For Sale</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Money</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Talk about what wants to be when he/she grows up.	<ul style="list-style-type: none"> <li>Books: What Will Sara Be?; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	
Realize that making one choice means that you may not be able to do something else.	<ul style="list-style-type: none"> <li>Book: The Three Wishes</li> <li>Broken Lamp</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Recognize that people rely on others for goods and services	<ul style="list-style-type: none"> <li>Book: Follow the Apples</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	
Understand the concept of saving resources for use in the future.	<ul style="list-style-type: none"> <li>Song: Save Your Pennies</li> </ul>	

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 43: Children demonstrate awareness of economic concepts <i>continued</i></b>		
Accurately name some coins and paper cash (penny, nickel, dollar).	<ul style="list-style-type: none"> <li>Songs: Money; Save Your Pennies</li> <li>Coin Identification</li> <li>Count Quarters, Dimes, Nickels, and Pennies</li> </ul>	
Recognize some things are owned by people and other things are collective goods.		
<b>Goal 44: Children demonstrate awareness of the relationship between humans and the environment</b>		
Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store).	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Book: Your Backyard</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>
Recognize things that do not belong in the environment (litter).	<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>	
Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves).		<ul style="list-style-type: none"> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
Recognize, with adult support and guidance, how people can take care of the earth's resources.	<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>	
Exhibit simple concepts of conservation (uses paper judiciously, does not waste water).	<ul style="list-style-type: none"> <li>Song: Conservation</li> <li>Care of Earth</li> <li>Care of Water</li> </ul>	

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 44: Children demonstrate awareness of the relationship between humans and the environment <i>continued</i></b>		
Show interest in understanding how animals gather and store food, sleep, and live.	<ul style="list-style-type: none"> <li>Song: Food From Plants</li> <li>Book: Mela's Water Pot</li> <li>Science Investigation</li> <li>Mammals</li> <li>Birds</li> <li>Fish</li> <li>Amphibians</li> <li>Reptiles</li> <li>Invertebrates</li> <li>Insects</li> <li>Spiders</li> <li>Worms</li> </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> <li>Unit 3, Pg. 296 We Are All Growing</li> </ul>
<b>Goal 45: Children use technology appropriately</b>		
Uses a telephone to talk to familiar people, with assistance.		<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> </ul>
Identify some materials as natural or as human-made and explains how he/she knows the difference.	<ul style="list-style-type: none"> <li>Materials</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>
Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker).	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Unit 7, Pg. 216 Digital Program</li> </ul>
Use accurate vocabulary to identify technology (camera, computer, printer, television, phone).	Children receive instruction in 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> <li>Unit 7, Pg. 216 Digital Program</li> </ul>
Identify ways in which technology helps people ("The wheelchair helps Alfonso get from one place to another. " "Email or texting lets you communicate with your friend Opal, who lives far away.").	<ul style="list-style-type: none"> <li>Books: In the Rain; Noise, What Noise?; Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 4, Pg. 54 Help the Birds</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 45: Children use technology appropriately <i>continued</i></b>		
Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car).	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Wilbur and Orville Wright; The Pizza Book; I Want to Be a Scientist Like Thomas Edison</li> </ul>	
Consider, with adult guidance, what it must have been like to live without technology in an earlier time.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Wilbur and Orville Wright; The Pizza Book; I Want to Be a Scientist Like Thomas Edison</li> </ul>	
Use computer for simple 'point and click' operations on child-appropriate websites or software.	Children select the Waterford icon to begin their sessions. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>
<b>Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel</b>		
Create new songs and dances or adds their own words to songs.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
Express preferences for some different types of art, music, and drama.	<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>
Explore musical instruments and uses them to produce rhythms and tones.	<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. 103 Instrument Chairs</li> </ul>
Mold and build with dough and clay and then identifies and sometimes names their creation ("I make a dog and his name is Spot.").	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 2, Pg. 247 Clay Portraits</li> </ul>
Act out plots and characters found in familiar stories.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Story Time Activities</li> </ul>
Participate in pretend play with other children.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program..	

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel <i>continued</i></b>		
Intentionally create content in a work of art (picture, a playdough sculpture, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Write and act out stories based upon familiar topics or characters.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings.	
<b>Goal 47: Children demonstrate understanding and appreciation of creative art</b>		
Enjoy and engage with displays of art, music, and drama.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li>Unit 3, Pg. 361 Fire Painting</li> <li>Unit 3, Pg. 368 Shades of Paint</li> <li>Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</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>
Express clear preferences for types of artwork or art activities	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li>Unit 3, Pg. 361 Fire Painting</li> <li>Unit 3, Pg. 368 Shades of Paint</li> <li>Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</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>
Plan art and shows with increasing care and persistence in completing it.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li>Unit 3, Pg. 368 Shades of Paint</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>
Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li>Unit 3, Pg. 361 Fire Painting</li> <li>Unit 3, Pg. 368 Shades of Paint</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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 47: Children demonstrate understanding and appreciation of creative art <i>continued</i></b>		
Communicate about elements appearing in art, music and drama.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li>Unit 3, Pg. 361 Fire Painting</li> <li>Unit 3, Pg. 368 Shades of Paint</li> <li>Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</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>
<b>DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY</b>		
<b>Goal 48: Children demonstrate understanding of social communication</b>		
Listen to others and take turns in a group discussion for a short period.	Social-emotional videos model conversations and discussions initiated and continued by different characters as they 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>
Respond to simple open-ended questions.	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</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>
State point of view likes/dislikes, and opinions using words, signs, or picture boards.	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Lumpy Mush; Ooey, Goopy Mud; Bad News Shoes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Use multiple word 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 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Relay a simple message (from grandparent to parent).		
Repeat words or ideas to be sure information is communicated		

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 48: Children demonstrate understanding of social communication <i>continued</i></b>		
Use pre-writing (also known as “print approximations”) in play with other children when pretending to communicate	<ul style="list-style-type: none"> <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 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</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> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).	<ul style="list-style-type: none"> <li>• Books: Anansi and the Seven Yam Hills; Franks Pranks</li> <li>• Where’s Papa?</li> </ul>	
Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement)	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• It’s Not Fair</li> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I Feel...</li> </ul>
Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts).	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. 21 Supporting Dual Language Learners</li> </ul>
Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem “You both are upset... you both want the swing.” Child states “I want swing”).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 48: Children demonstrate understanding of social communication <i>continued</i></b>		
Begin to understand that non-family adults and peers may not understand home language.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
Listen to others and responds in group conversations and discussion	Social-emotional videos model conversations and discussions initiated and continued by different characters as they 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>
Enjoy telling jokes or creating humorous dramatic play.	<ul style="list-style-type: none"> <li>Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Enjoy listening to stories from different sources (in person, audiobooks, podcasts).	<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> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Drama &amp; Storytelling Activities</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Begin conversation by making statements or asking questions.	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.	Social-emotional videos model conversations and discussions initiated and continued by different characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Drama &amp; Storytelling Activities</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. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).	<ul style="list-style-type: none"> <li>Book: The Quiet Book</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 49: Children listen and understand communication (receptive language)</b>		
Follow directions that involve a two- or three-step sequence of actions which may not be related (“Please pick up your toys and then get your shoes”).	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>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>
Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).	<ul style="list-style-type: none"> <li>Songs: Positioning; Get Over the Bugs; Monster Trucks; Colors, Colors</li> <li>Book: Up in the Air</li> <li>Position</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> <li>Inside, Outside, Between</li> <li>First, Middle, Last</li> <li>Coloring Game (Make a Scene)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>Unit 3, Pg. 361 Fire Painting</li> <li>Unit 3, Pg. 368 Shades of Paint</li> <li>Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</li> </ul>
Show understanding of several shapes, colors (child able to find the green pillow when asked).	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Marmot Shapes</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Simple Shapes</li> <li>Coloring Game (Make a Scene)</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. 361 Fire Painting</li> <li>Unit 3, Pg. 368 Shades of Paint</li> <li>Unit 3, Pg. 375 Shape Hunt</li> <li>Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</li> </ul>
Answer “who, where, why, and how many” questions.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
Know the difference between gender of self and peers.	<ul style="list-style-type: none"> <li>Books: Play Ball; Elephant Upstairs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments.	<ul style="list-style-type: none"> <li>Vocabulary Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 49: Children listen and understand communication (receptive language) <i>continued</i></b>		
Follow two- and three-part directions unfamiliar to the daily routine	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>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>
Use and understand complex sentences in home language.	<ul style="list-style-type: none"> <li>Song: What is a Sentence?</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 , Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Enjoy humor through word play (jokes, riddles, words that sound fun together).	<ul style="list-style-type: none"> <li>Books: Rocks in My Socks; Lumpy Mush; I Hate Peas; Animals in the House; What if You Were an Octopus?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> </ul>
Begin to identify pairs of words that rhyme.	<ul style="list-style-type: none"> <li>Song: Rhyming Words</li> <li>Books: Rocks in My Socks; The Swing</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>One Doesn't Rhyme</li> <li>Choose a Rhyme</li> <li>Make It Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 51 Fancy Rhyming</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> <li>Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> </ul>
Begin to represent a storyline through drawing, acting, or singing, with assistance,	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
Make grammatical adjustments in English (men instead of "mans," went instead of "goed").	All activities provide opportunities for students to hear and practice correct grammar.	
Show increased understanding of advanced concept words, such as more/less, first/last, big, bigger, biggest, morning/daytime/nighttime.	<ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest; Big Small Song</li> <li>Size</li> <li>Order Size</li> <li>Length</li> <li>Heavy and Light</li> <li>Tall and Short</li> <li>Big and Little</li> <li>Large Small Toys</li> <li>Big Little Animals</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 147 Charting Weight</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 49: Children listen and understand communication (receptive language) <i>continued</i></b>		
Be able to stay engaged for longer periods of time for books, in conversations and/or stories.	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> </ul>
<b>Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)</b>		
Use new vocabulary in spontaneous speech.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	
Ask the meaning of unfamiliar words and then experiment with using them.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	
Use words to further describe actions or adjectives ("running fast" or "playing well").	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> </ul>	
Use multiple words to explain ideas (when talking about primary caregiver says "mother/father" and/or "parent").	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> <li>Vocabulary</li> </ul>	
Use words to express emotions (happy, sad, tired, scared).	<ul style="list-style-type: none"> <li>Lost Dinosaur</li> <li>Papa's Thumb</li> <li>Squirrel's Blocks</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings</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>
Talk in sentences with five to six words to describe people, places, and events.	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Use words with past and future.	<ul style="list-style-type: none"> <li>Books: I Can't Wait; My Super Sticky Sandwich; The Alligator in the Library; Wendel Wandered</li> </ul>	
Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house).	<ul style="list-style-type: none"> <li>Books: I Can't Wait; My Super Sticky Sandwich; The Alligator in the Library; Wendel Wandered</li> </ul>	
Describe a task, project, and/or event sequentially in three or more segments.	<ul style="list-style-type: none"> <li>First, Next, and Last</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>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language) <i>continued</i></b>		
Use prepositions in everyday language, sometimes needing assistance (at, in, under).	<ul style="list-style-type: none"> <li>Song: Preposition Ship</li> </ul>	
Child may go through a period of normal non-fluency or “stuttering”		<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> </ul>
Be able to recall and describe a previous event, such as what they ate for breakfast.	<ul style="list-style-type: none"> <li>Calendar</li> <li>Today</li> <li>Yesterday/Tomorrow</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. 20 Reflection and Dismissal</li> </ul>
Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	
Define words, with assistance (“Firefighters put out fires”).	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
Be able to retell a 3-part story or event in sequence.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>What Comes Next?</li> <li>Missing Pictures</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>
Use sentences in home language that show an emerging understanding of grammatical structure.	<ul style="list-style-type: none"> <li>Song: What is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Speech is 90 to 100 percent understandable.	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language) <i>continued</i></b>		
Express an idea in more than one way	Social-emotional videos model discussions between various characters demonstrating appropriate conversation rules as they develop ideas and communicate in complete sentences.	
Expand vocabulary to include 1,000 to 2,000 words.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	
Ask others for assistance to define new words in their vocabulary.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
Show an interest in playing with language through joke telling and word play.	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	
<b>Goal 51: Children demonstrate appreciation and enjoyment of reading</b>		
Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).	<ul style="list-style-type: none"> <li>Books: Rocks in My Socks; Jump Rope Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Letter Sound Activities</li> </ul>
Find objects in a picture with the same beginning sound, with assistance.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Letter Sound</li> <li>Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>Letter Sound Activities</li> </ul>
Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment).	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Sound Instruction</li> <li>Name That Letter</li> <li>Name Game (What's Your Name?)</li> <li>Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Letter Sound Activities</li> </ul>
Know first and last page of a book.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>Print Directionality Introduction</li> </ul>	<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>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 51: Children demonstrate appreciation and enjoyment of reading <i>continued</i></b>		
Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Recognize some signs and symbols in environment (stop signs).	<ul style="list-style-type: none"> <li>• Worlds in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Use pictures to predict a story	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Recite some words in familiar books from memory.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	
Fill in missing information in a familiar story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Pretend to read a familiar book.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Compare stories with real life.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 51: Children demonstrate appreciation and enjoyment of reading <i>continued</i></b>		
Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Letter Sound Activities</li> </ul>
Produce the sound of many recognized letters.	<ul style="list-style-type: none"> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound Songs</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Sound Activities</li> </ul>
Make up an ending for a story.	<ul style="list-style-type: none"> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Use signs he/she sees for information ("no fishing" sign on dock)	<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>
Give opinion on books in terms of sections enjoyed.	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooey Mud; I Hate Peas; Lumpy Mush</li> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Where's Papa?</li> <li>• Lost Dinosaur</li> <li>• It's Not Fair!</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>
Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).	<ul style="list-style-type: none"> <li>• Use a Clue</li> <li>• Picture Clues</li> </ul>	

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 51: Children demonstrate appreciation and enjoyment of reading <i>continued</i></b>		
Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby).	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter</li> <li>• Name Game (What’s Your Name?)</li> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Letter Sound Activities</li> </ul>
Recognize beginning sound and letter in his or her name as well as some classmates.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter</li> <li>• Name Game (What’s Your Name?)</li> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Letter Sound Activities</li> </ul>
With prompting and support, run their finger under or over print as they pretend to read text.	Sing a Rhyme Songs/Books feature animation that simulates pages turning one by one, from front to back, as the singer sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the text as a graphic of a hand and index finger tracks the highlighted words	
Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, direction of print).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letter Sound Instruction</li> <li>• Letter Pictures</li> <li>• Letters Make Words</li> </ul>	
Recognize differences among letters, words, and numerals.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Distinguish Letters (Alphabet Introduction)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Capital letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Read and Write Number Activities</li> </ul>
Read own first name.	<ul style="list-style-type: none"> <li>• Name Game (What’s Your Name?)</li> </ul>	
Find objects in a picture with the same beginning sound, with assistance (all items that begin with a “b”).	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Sound Activities</li> </ul>
Differentiate among similar-sounding words in pronunciation and listening skills (three and tree).	<ul style="list-style-type: none"> <li>• Rhyming Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 17 Llama Llama Sounds</li> <li>• Unit 1, Pg. 118 Sound Order</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 51: Children demonstrate appreciation and enjoyment of reading <i>continued</i></b>		
Provide one or more words that rhyme with a single word (What rhymes with log?).	<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> </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>
Use character voices when retelling a story or event.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</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>
Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid).	<ul style="list-style-type: none"> <li>• Barnyard Bash</li> <li>• One, Two, Three Sounds</li> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> </ul>	
Recognize function of common labels in the environment (bathroom sign).	<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>
Use a simple cookbook, map, or similar printed material with assistance.	<ul style="list-style-type: none"> <li>• Books: Birds at My House; The Pizza Book</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Pattern Block Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> </ul>
Enjoy “how-to” books, non-fiction, and reference books.	<ul style="list-style-type: none"> <li>• Books: The Pizza Book; The Piñata Book</li> </ul>	
Share and talk about books with peers	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 51: Children demonstrate appreciation and enjoyment of reading <i>continued</i></b>		
Look for books of interest.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Show interest in learning to read and make attempts at 'reading' favorite books aloud.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Pay attention to story and engage during entire picture book read aloud.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Have a favorite author/illustrator or series of books.	<ul style="list-style-type: none"> <li>• My Super Sticky Sandwich, Mine, and A Story in the Snow by Elizabeth Lane</li> <li>• Animals in the House, Fudge For Sale, and Shopping Day by Laura Smith</li> </ul>	
Identify book parts and features such as the front, back, title and author.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
<b>Goal 52: Children use writing for a variety of purposes</b>		
Know the difference between printed letters and drawings.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 52: Children use writing for a variety of purposes <i>continued</i></b>		
Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
Attempt to copy letters of the alphabet.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Label pictures using letter-like marks.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Try to connect sounds in spoken words with the written form.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where Is The Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Letter Sound Activities</li> </ul>
Show interest in using approximations of letters to write their own name or other familiar words.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
May use invented spelling with consistent or logical beginning sound substitutions.	<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> <li>• Where Is The Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Letter Sound Activities</li> </ul>
Attempt to convey meaning through writing.	<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> <li>• Where Is The Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Letter Sound Activities</li> </ul>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 52: Children use writing for a variety of purposes <i>continued</i></b>		
Dictate a story for an adult to put in print	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Begin to hold marker/pencil in a tripod grasp (48 months).	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Pencil Grip</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>
Write/draw/illustrate for a variety of purposes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>
May attempt to write a short phrase or greeting	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 2, Pg. 232 Journals: The Garbage Elves</li> <li>• Unit 3, Pg. 318 Growing Into a Good Audience</li> <li>• Unit 3, Pg. 329 Thank You Notes</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
May print several alphabetic letters for given letter names.	<ul style="list-style-type: none"> <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> </ul>
Show an interest in writing his or her first name.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Make a simple storybook using pictures, personal experience or culture and some words, with assistance.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Create a variety of written products that may or may not communicate intended message phonetically.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Show an interest in copying simple words posted in the classroom or in the environment.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Prompts</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 52: Children use writing for a variety of purposes <i>continued</i></b>		
May attempt to independently write some words using invented spelling	<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> <li>Where Is The Sound?</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Unit 1, Pg. 82 Letters Make Words</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Letter Sound Activities</li> </ul>
Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> </ul>	<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>Unit 1, Pg. 82 Letters Make Words</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](https://www.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.

## SONGS

## Beginning Math Songs

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

## Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

## Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey;  
Antonym Ant; Apples and Bananas; Old  
MacDonald's Vowels; ABC Show and Tell Sounds;  
ABC Tongue Twisters; ABC Picture Sounds;  
Sheep in the Shadows; C-K Rap; S Steals the  
Z; Blends; Blicky Licky Land; Apostrophe Pig;  
Capital Letters—Days; Chip Chop; Adjectives  
Describe; Lazy Letter Q; Nouns; Verbs; Adverbs;  
Irregular Verbs; Preposition Ship; Verbs that Link;  
Consonants; Pronouns, Sneaky Magic E; Silent  
Letters—G-H; Silent Letters—W; Drop Magic E;  
Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound;  
Double the Fun; Strange Spelling; More Than  
One; Reading Detective—Peek at the Story

*Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UC8v33333333333333333333).*

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

**SCIENCE HOMELINK NEWSLETTERS**

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

## WATERFORD MENTOR

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

## READING HOMELINK NEWSLETTERS

## Alphabet Knowledge

## Comprehension and Vocabulary

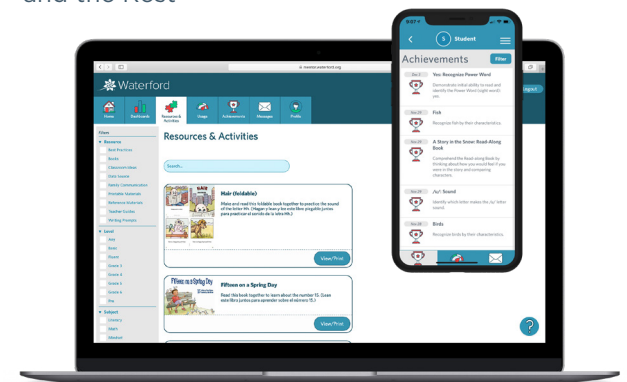
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

## Readiness Skills Letters

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

## Phonological Awareness Letters

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



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