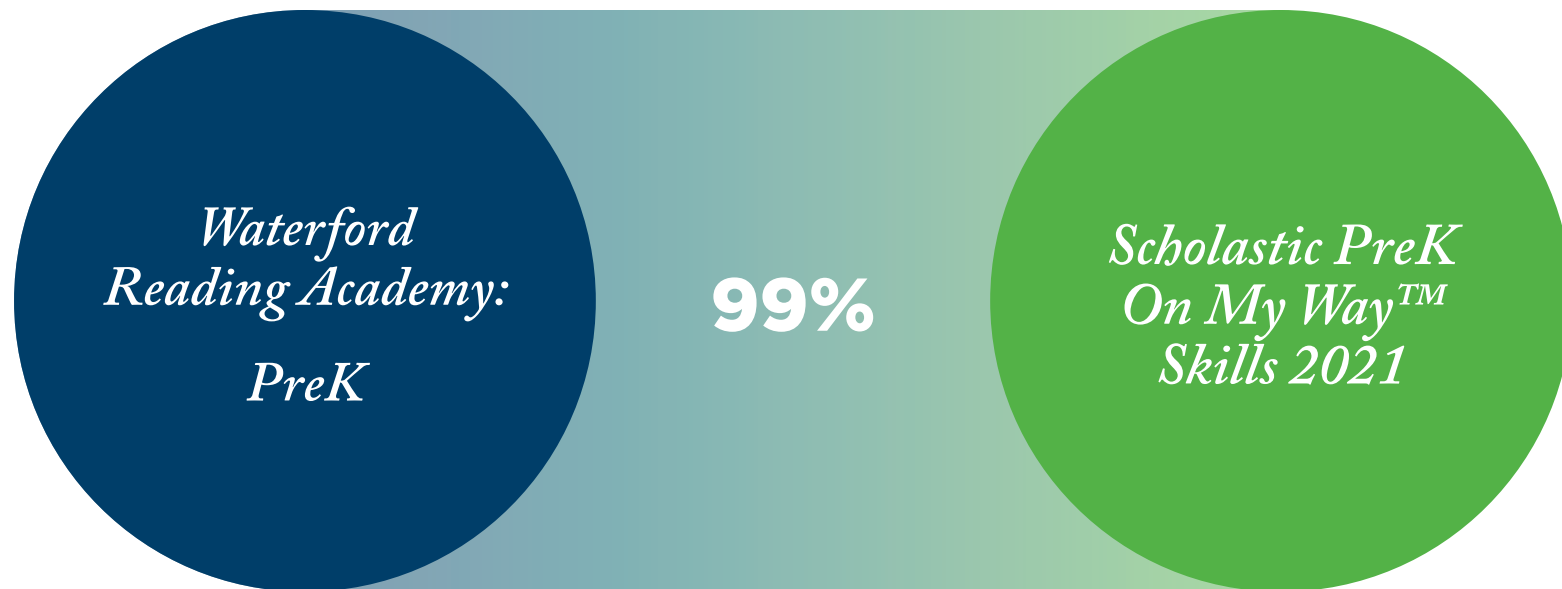


CURRICULUM *Correlation*



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

TABLE OF CONTENTS

| | |
|----------------------------|-----------|
| MIND BUILDER SKILLS | 1 |
| Social Development | 1 |
| Emotional Development | 2 |
| Executive Function | 4 |
| Motivation and Creativity | 6 |
| LANGUAGE SKILLS | 7 |
| Listening | 7 |
| Conversation | 8 |
| Vocabulary | 11 |
| Sentence Structure | 17 |
| World Languages | 19 |
| LITERACY SKILLS | 19 |
| Reading Motivation | 19 |
| Phonological Awareness | 20 |
| Alphabet Knowledge | 21 |
| Read-Aloud Comprehension | 22 |
| Print Concepts | 24 |
| Writing | 25 |
| MATH SKILLS | 27 |
| Counting | 27 |
| Operations | 30 |
| Geometry | 31 |
| Spatial Sense | 32 |
| Measurement | 32 |
| Classification | 34 |
| Patterns | 34 |

| | |
|---|-----------|
| SCIENCE SKILLS | 35 |
| Scientific Thinking | 35 |
| Physical Science | 35 |
| Life Science | 36 |
| Earth and Space Science | 37 |
| SOCIAL STUDIES SKILLS | 37 |
| People, Past and Present | 37 |
| Economics | 38 |
| Geography | 38 |
| Citizenship | 39 |
| FINE ARTS SKILLS | 39 |
| Art | 39 |
| Music | 39 |
| Drama | 40 |
| PHYSICAL DEVELOPMENT SKILLS | 40 |
| Gross Motor | 40 |
| Fine Motor | 41 |
| Safety | 41 |
| Health | 41 |
| TECHNOLOGY SKILLS | 42 |
| Programs and Tools | 42 |
| Uses | 42 |
| WATERFORD BOOKS AND RELATED ACTIVITIES | 43 |
| WATERFORD FAMILY ENGAGEMENT RESOURCES | 46 |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| MIND BUILDER SKILLS | | |
| Social Development | | |
| Engage with trusted adults and peers to work, communicate, and play. | <ul style="list-style-type: none"> • My Family • Find Me! • Where's Papa? • Lost and Found • Soup's On! | <ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 375 Trusted Adults |
| Build and maintain relationships with peers and trusted adults over time. | <ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • My Family • Find Me! • Where's Papa? • Lost and Found • Soup's On! | <ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 375 Trusted Adults • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 238 Friends Use Kind Words • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 6, Pg. 75 Grown-up Manners |
| Initiate play and join a group in play. | <ul style="list-style-type: none"> • Find Me! • Where's Papa? | <ul style="list-style-type: none"> • Unit 1, Pg. 88 Let's Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? |
| Demonstrate empathy for others. | <ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem | <ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy |
| Try to help others make things better or easier. | <ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found • Musical Mayhem • Marmot's Basket | <ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... |
| Cooperate and work as a team toward a shared goal. | <ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Musical Mayhem <p>Resources:</p> <ul style="list-style-type: none"> • Good Playing Rules | <ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 4, Pg. 84 Working Together |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Social Development <i>continued</i> | | |
| Engage in conflict resolution. | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help | <ul style="list-style-type: none"> Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 13 We're All Happy Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 4, Pg. 84 Working Together Unit 4, Pg. 88 Journal Prompt: I Took Turns When... Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? Unit 6, Pg. 107 How to Solve a Problem Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| Follow classroom rules and routines. | 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"> Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip Unit 1, Pg. 39 Quiet Time Unit 5, Pg. 230 Dramatic Play: Library |
| Take responsibility for shared materials and jobs. | Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other's property as well as their own. | <ul style="list-style-type: none"> Center Activities Dramatic Play Activities Visual Arts Activities Introduction, Pg. 16 Sensory Table Unit 1, Pg. 10 Introduction to Centers Unit 1, Pg. 19 Birthday Cupcakes |
| Emotional Development | | |
| Show self-awareness in different/multiple ways. | <ul style="list-style-type: none"> Books: Grandpa's Great Athlete; José Three; Mine; Ooey, Gooey Mud; I Hate Peas; Lumpy Mush Lost and Found Find Me! Lost Dinosaur It's Not Fair! | <ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend Unit 3, Pg. 288 Journals: My Family Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 7, Pg. 246 I Know |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Emotional Development <i>continued</i> | | |
| Identify own body within surroundings and respects others' personal space | Resources: <ul style="list-style-type: none"> Personal Space Circle | <ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 1, Pg. 143 Builders and Bulldozers Unit 2, Pg. 169 Personal Space Circle Unit 5, Pg. 233 Slide Like a Snail Unit 7, Pg. 187 Pathways in Space |
| Express pride in age-appropriate skills | <ul style="list-style-type: none"> Books: Grandpa's Great Athlete; Movin' to the Music Time Squirrel's Sketches Baby's Ballet | <ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 112 I Can Book Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 7, Pg. 246 I Know |
| Express opinion of abilities. | <ul style="list-style-type: none"> Books: Grandpa's Great Athlete; Movin' to the Music Time Squirrel's Sketches Marmot's Basket | <ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 112 I Can Book Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 7, Pg. 246 I Know |
| Identify emotions in self. | <ul style="list-style-type: none"> Lost Dinosaur Papa's Thumb Squirrel's Blocks Resources: <ul style="list-style-type: none"> Lots of Feelings | <ul style="list-style-type: none"> Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 26 Journal Prompt: I feel... Unit 7, Pg. 139 Painting My Feelings |
| Identify connections and differences between feelings and behavior. | <ul style="list-style-type: none"> Lost Dinosaur Papa's Thumb Squirrel's Blocks Resources: <ul style="list-style-type: none"> Lots of Feelings | <ul style="list-style-type: none"> Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 26 Journal Prompt: I feel... Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles Unit 4, Pg. 57 Self-Control Instruments |
| Identify emotions in others. | <ul style="list-style-type: none"> Boo Hoo Baby Baby's Ball Papa's Thumb Noisy Children Resources: <ul style="list-style-type: none"> Lots of Feelings Guess How I'm Feeling | <ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Emotional Development <i>continued</i> | | |
| Manage emotions as needed (Self-Regulation) | <ul style="list-style-type: none"> Do I Have To? It's Not Fair! Find Me! Soup's On! Lost and Found Where's Papa? Papa's Thumb Lost Keys | <ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles Unit 4, Pg. 57 Self-Control Instruments |
| Identify and verbalize needs | <ul style="list-style-type: none"> Lost and Found Do I Have To? It's Not Fair! | <ul style="list-style-type: none"> Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help |
| Manage transitions and adapt to change in activities or situations. | <ul style="list-style-type: none"> Soup's On! Do I Have To? | <ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 10 Introduction to Centers Unit 1, Pg. 14 School Field Trip Unit 1, Pg. 24 Schedule Unit 1, Pg. 36 Schedule; Jump Up and Down Transition Unit 1, Pg. 59 Cleanup and Review |
| Reframe the narrative in order to persist and self-motivate. | | <ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| Tolerate frustration as a step to learning. | | <ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| Executive Function | | |
| Focus attention (Self-Regulation) | Engaging activities throughout Waterford hold children's attention as they concentrate on each task. | <ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |
| Resist impulses (Self-Regulation). | Social-emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose." | <ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles Unit 4, Pg. 57 Self-Control Instruments |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Executive Function <i>continued</i> | | |
| Persist in tasks. | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| Develop working memory to solve problems and accomplish goals. | <ul style="list-style-type: none"> Do I Have To? Treasure Hunt Menu | <ul style="list-style-type: none"> Unit 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem Unit 6, Pg. 120 Journal Prompt: A Problem I Solved |
| Make plans and take steps toward a goal. | <ul style="list-style-type: none"> Song: Scientific Method Book: Milton's Mittens Perfect Present Family Photo Fun: The Picnic | <ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 1: Pg. 57 Center Introduction: Cooking Apples Investigation Unit 1, Pg. 110 Plan, Do, Review |
| Classify and organize to group and arrange items. | <ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort | <ul style="list-style-type: none"> Unit 1, Pg. 119 Sorting Buttons Unit 1, Pg. 134 Texture Sort Unit 3, Pg. 319 Plant Part Salad Unit 3, Pg. 338 Sort It Out Unit 3, Pg. 359 Fancy Shapes Unit 7, Pg. 205 Healthy Eating |
| Identify and solve problems. | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. | <ul style="list-style-type: none"> Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem Unit 6, Pg. 120 Journal Prompt: A Problem I Solved |
| Take another perspective. | <ul style="list-style-type: none"> Lost and Found Musical Mayhem Boo Hoo Baby | <ul style="list-style-type: none"> Unit 4, Pg. 13 We're All Happy Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 5, Pg. 197 Good Friends Activity: I'm a Helper Unit 5, Pg. 238 Friends Use Kind Words |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Executive Function <i>continued</i> | | |
| Show flexible thinking and behavior. | <ul style="list-style-type: none"> • Musical Mayhem • Marmot's Basket • I Can Calm Down Video Series | <ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved |
| Motivation and Creativity | | |
| Show curiosity by asking "why" questions to learn more. | <ul style="list-style-type: none"> • Science Investigation • Sum Up: Five Ws • Build Knowledge: Moon Song | <ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water |
| Take initiative. | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. | <ul style="list-style-type: none"> • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 198 Program Decorations |
| Ask and answer questions in order to learn or share information. | <ul style="list-style-type: none"> • Science Investigation • Build Knowledge • Ask a Question | <ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do you Know Which Ones Will Grow? • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 13 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 5, Pg. 142 What Makes a Reptile? |
| Use imagination to think about or picture something | <ul style="list-style-type: none"> • Book: Imagination Shapes • Step Into the Story | <ul style="list-style-type: none"> • Unit 6, Pg. 82 Imagine a Germ |
| Try a new approach or new tasks. | <ul style="list-style-type: none"> • Song: The Scientific Method • 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; Where in the World Would You Go Today? • Science Investigation | <ul style="list-style-type: none"> • Center Activities • Story Time Activities • Dramatic Play Activities • Unit 1, Pg. 6 Learning • Unit 7, Pg. 212 It's Different, But It's Good! |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Motivation and Creativity <i>continued</i> | | |
| Talk and Share. | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> • Morning Meetings • Unit 1, Pg. 60 Turn and Talk Matching • Unit 7 Pg. 154 Gallery Talk |
| Make connections between situations. | <ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Do I Have To? | <ul style="list-style-type: none"> • Science Center • Morning Meetings • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation |
| Think symbolically. | <ul style="list-style-type: none"> • Squirrel's Sketches • Connect to Me • Step Into the Story | <ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 9 Block Center • Dramatic Play Activities • Visual Arts Activities • Journal Activities |
| Use tools in new and different ways to work toward a goal. | <ul style="list-style-type: none"> • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present • Science Tools | <ul style="list-style-type: none"> • Center Activities • Introduction, Pg. 9 Block Center • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 134 Dramatic Play: Architect's Office • Unit 7, Pg. 141 Tool Workshop |
| LANGUAGE SKILLS | | |
| Listening | | |
| Sustain attention while listening | Engaging activities throughout Waterford hold children's attention as they concentrate on each task. | <ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |
| Respond appropriately to spoken language. | Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions. | <ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 2, Pg. 246 I Touch My Nose Like This • Unit 5, Pg. 214 Set the Table, Please |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Listening <i>continued</i> | | |
| Follow oral directions. | Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions. | <ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 10 Introduction to Centers Unit 1, Pg. 11 Cleanup and Center Review Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center Unit 2, Pg. 246 I Touch My Nose Like This |
| Show understanding of spoken language. | Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions. | <ul style="list-style-type: none"> Unit 1, Pg. 11 Cleanup and Center Review Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 116 What Is It and Who Has It? Unit 1, Pg. 136 Find Someone Who Has... |
| Conversation | | |
| Show motivation to communicate. | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please Dramatic Play Activities Visual Arts Activities Journal Activities |
| Understand that people use different languages to communicate and to express simple greetings and phrases in a language other than their own. | <ul style="list-style-type: none"> Sing Around the World Songs Song: I Touch My Nose Like This | <ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 2, Pg. 164 The Hungry Thing Rhyme Play |
| Engage in conversations with a variety of partners, taking turns listening and speaking. | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> Morning Meetings Unit 1, Pg. 6 Listening Rug Rules Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 75 Grown-Up Manners |
| Use language for different purposes and match language to social contexts | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> Morning Meetings Unit 1, Pg. 6 Listening Rug Rules Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 75 Grown-Up Manners |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|---|
| Conversation <i>continued</i> | | |
| Ask and answer questions to seek help or information. | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help |
| Share observations about events. | <ul style="list-style-type: none"> Books: Bad News Shoes, Milton's Mittens, Moving Day It's Not Fair Calendar/Graph Weather Observe a Simple System | <ul style="list-style-type: none"> Morning Meetings Journal Activities Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten |
| Share background knowledge. | <ul style="list-style-type: none"> Connect to Me Build Knowledge | <ul style="list-style-type: none"> Morning Meetings Journal Activities Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 7, Pg. 235 Rain Sticks |
| Share ideas and feelings. | <ul style="list-style-type: none"> Books: Ooey, Goopy Mud; I Hate Peas; Lumpy Mush Find Me! Where's Papa? Lost and Found Soup's On! Boo Hoo Baby Baby's Ball Lost Dinosaur It's Not Fair! Perfect Present | <ul style="list-style-type: none"> Journal Activities Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 175 Dancing with Props Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 7, Pg. 139 Painting My Feelings |
| Use appropriate tone of voice. | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation Dramatic Play Activities |
| Use verbal and nonverbal conversation and group discussion rules. | <ul style="list-style-type: none"> Lost and Found Marmot's Basket Musical Mayhem Find Me | <ul style="list-style-type: none"> Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Conversation <i>continued</i> | | |
| Speak clearly enough to be understood. | Waterford activities introduce letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> Letter Sound Instruction | <ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 1, Pg. 136 Find Someone Who Has... Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? |
| Join in singing, rhyming, and wordplay. | <ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> Dramatic Play Activities Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation Unit 6, Pg. 85 Storytelling With Instruments Unit 7, Pg. 208 Program Rehearsal Unit 7, Pg. 215 Chicka Chicka Boom Boom Program |
| Show understanding of text read aloud. | <ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Sum Up: Five Ws Sum Up: Remember Order Describe Characters | <ul style="list-style-type: none"> Story Time Activities |
| Ask and answer questions about a text. | <ul style="list-style-type: none"> Sum Up: Five Ws Sum Up: Remember Order | <ul style="list-style-type: none"> Story Time Activities Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| Share observations about stories. | <ul style="list-style-type: none"> Sum Up: Five Ws Sum Up: Remember Order What Comes Next? Describe Characters | <ul style="list-style-type: none"> Story Time Activities Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| Share inferences, predictions, or conclusions about a text. | <ul style="list-style-type: none"> Peek At the Story Sum Up: Five Ws Sum Up: Remember Order What Comes Next? Describe Characters | <ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Story Time Activities |
| Compare and contrast information from a text. | <ul style="list-style-type: none"> Book: City Mouse and the Country Mouse Compare Characters | <ul style="list-style-type: none"> Story Time Activities |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Conversation <i>continued</i> | | |
| Tell or retell stories. | <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • What Comes Next? • Missing Pictures | <ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program |
| Vocabulary | | |
| Show an awareness of new words and curiosity about their meaning. | <p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> <ul style="list-style-type: none"> • Informational Books • Math Books • Science Books (See titles at end of document.) • Science Investigation • Science Tools | <ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Journal Activities • Dramatic Play Activities • Center Activities |
| Understand a large number of words and begin to use more and more of those words. | <p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> | <ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities • Journal Activities • Center Activities |
| Make connections between words and real life. | <p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> | <ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities • Journal Activities • Center Activities |
| Use frequently occurring nouns and verbs. | <ul style="list-style-type: none"> • Song: Nouns, Verbs • Nouns • Verbs | <ul style="list-style-type: none"> • Journal Activities |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Vocabulary <i>continued</i> | | |
| Understand and use varied types of words. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. | <ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 1, Pg. 112 Elephant Invitations Unit 2, Pg. 221 Over, Under, Through Unit 5, Pg. 141 Language: Sentence Board Game Story Time Activities Journal Activities Center Activities |
| Understand and use a growing number of words to label and describe people, places, things, and actions. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. <ul style="list-style-type: none"> Build Vocabulary Describe Characters | <ul style="list-style-type: none"> Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 221 Over, Under, Through Unit 5, Pg. 151 Dinosaur Stomp |
| Understand and use a growing number of opposites. | <ul style="list-style-type: none"> Song: Antonyms Book: Opposites Opposites | <ul style="list-style-type: none"> Unit 6, Pg. 42 Opposites and Letter Sound /o/ |
| Understand and use category words. | <ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort | <ul style="list-style-type: none"> Unit 1, Pg. 119 Sorting Buttons Unit 1, Pg. 134 Texture Sort Unit 3, Pg. 319 Plant Part Salad Unit 3, Pg. 338 Sort It Out Unit 3, Pg. 359 Fancy Shapes Unit 7, Pg. 205 Healthy Eating |
| Understand and use a growing number of question words (who, what, where, when, why, how). | <ul style="list-style-type: none"> Sum Up: Five Ws Science Investigation Build Knowledge | <ul style="list-style-type: none"> Unit 7, Pg. 150 What Doesn't Belong |
| Understand and use a growing number of words that communicate feelings, needs, and wants. | <ul style="list-style-type: none"> Books: Ooey, Goopy Mud; I Hate Peas; Lumpy Mush; Bad News Shoes Do I Have To? It's Not Fair! Lost and Found Squirrel's Blocks Lost Dinosaur | <ul style="list-style-type: none"> Unit 4, Pg. 26 Journal Prompt: I feel... Unit 4, Pg. 74 It's Okay to Say No Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Vocabulary <i>continued</i> | | |
| Understand and use a growing number of personal and possessive pronouns. | <ul style="list-style-type: none"> Song: Pronouns Book: Mine Pronouns | <ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 178 Power I |
| Understand and use a growing number of prepositions. | <ul style="list-style-type: none"> Song: Preposition Ship | <ul style="list-style-type: none"> Unit 2, Pg. 254 Polly Put the Kettle On |
| Understand and use a growing number of relational words. | <ul style="list-style-type: none"> Songs: Preposition Ship; Get Over the Bugs; Positioning; Monster Trucks First, Middle, Last Over, Under, Above, Below Over, Under, and Through Top, Beside, and Bottom Inside, Outside, Between Position Above, Below, Next to, On | <ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 254 Polly Put the Kettle On Unit 2, Pg. 260 Bears Above, Below, Next To, On |
| Understand and use academic language. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. | <ul style="list-style-type: none"> Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 1, Pg. 112 Elephant Invitations Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey Journal Activities Center Activities |
| Respond to instructional language. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. | <ul style="list-style-type: none"> Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 1, Pg. 112 Elephant Invitations Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey Journal Activities Center Activities |
| Understand and use a growing number of theme words. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. | <ul style="list-style-type: none"> Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 1, Pg. 112 Elephant Invitations Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey Journal Activities Center Activities |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Vocabulary <i>continued</i> | | |
| Understand and use a growing number of story words. | <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales (See titles at end of document.) | <ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination; Dramatic Play: Bunny Cakes • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 357 Dramatic Play: Zoo and Animal Sculpture • Unit 7, Pg. 208 Program Rehearsal |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Vocabulary continued | | |
| Understand and use a growing number of math words. | <ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than; Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites; All Sorts of Laundry; Savanna Size; Same and Different; Positioning; Kites; Get Over the Bugs; Monster Trucks; Measuring Plants; Circus Subtraction Size Simple Shapes Solid Shapes Space Shapes Circle, Square, Triangle, Rectangle Star, Semicircle, Octagon, Oval, Diamond Oval, Star, Semicircle, Diamond, Octagon World Shapes Above, Below, Next to, On Position Over, Under, Above, Below Over, Under, and Through Inside, Outside, Between First, Middle, Last First, Next, and Last Greater Than, Less Than More Than Fewer Than Capacity Length Order Size Big and Little Tall and Short Heavy and Light Size Match Math Books (See titles at end of document.) | <ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 119 Sorting Buttons Unit 2, Pg. 221 Over, Under Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles Unit 3, Pg. 338 Sort It Out Unit 3, Pg. 358 Fancy Shapes Unit 3, Pg. 375 Shape Hunt Unit 4, Pg., 59 ABC Patterns Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers Unit 6, Pg. 8 Greater Than Unit 6, Pg. 71 Less Than Unit 6, Pg. 114 Length Unit 7, Pg. 142 Weight Unit 7, Pg. 147 Charting Weight |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Vocabulary <i>continued</i> | | |
| Understand and use a growing number of science words. | <ul style="list-style-type: none"> • Song: Solid or Liquid, Matter; Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal • Books: Pancakes Matter; A Seed Grows; That's What I Like: A Book About Seasons; Whatever the Weather • States of Matter • Deserts • Mountains • Oceans • Rainforests • Science Investigation • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter • Calendar/Graph Weather • Weather • Weather Patterns • Materials • Magnets | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 244 Weather Report |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Vocabulary <i>continued</i> | | |
| Understand and use a growing number of social studies words | <ul style="list-style-type: none"> Book: Your Backyard; Bugs For Sale; Fudge For Sale Create Your Own Environment Resources: <ul style="list-style-type: none"> Exploring Your Home City with Your Children; Community Helpers; Classroom Helpers; All the Way Done | <ul style="list-style-type: none"> Unit 1, Pg. 14 School Field Trip Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 2, Pg. 225 Where We Are Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 3, Pg. 326 We All Have Jobs Unit 3, Pg. 343 Which Hat Is Best? Unit 3, Pg. 375 Trusted Adults Unit 6, Pg. 48 Flag On the Moon |
| Understand and use a growing number of common phrases. | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences. | <ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please |
| Understand multiple-meaning words. | 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. | <ul style="list-style-type: none"> Unit 2, Pg. 256 Polly's Tea Unit 3, Pg. 276 Run, Run, Shade or Sun Unit 3, Pg. 368 Shades of Paint |
| Understand shades of meaning among verbs. | <ul style="list-style-type: none"> Song: Synonym Tree; Verbs | <ul style="list-style-type: none"> Unit 1, Pg. 112 Elephant Invitations Unit 5, Pg. 151 Dinosaur Stomp |
| Understand words similar in meaning. | <ul style="list-style-type: none"> Song: Synonym Tree; Verbs | <ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| Distinguish words that sound similar but have different meanings. | <ul style="list-style-type: none"> Build Vocabulary Vocab Introduction | |
| Sentence Structure | | |
| Use complete sentences of four or more words. | <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences | <ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please |
| Use increasingly complex sentence structures. | Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences. | <ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Sentence Structure <i>continued</i> | | |
| Usually order sentences with subject-verb-object. | Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences. | <ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please |
| Use subject-verb agreement. | Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences. | <ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please |
| Use sentences with multiple phrases. | Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences. | <ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please Unit 7, Pg. 238 Surfing the Waves |
| State multiple ideas in a single sentence. | Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences. | <ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please Unit 7, Pg. 238 Surfing the Waves |
| Join related sentences. | | <ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 5, Pg. 214 Set the Table, Please |
| Use single words or phrases as appropriate (multilingual learners). | Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive. | <ul style="list-style-type: none"> Introduction, Pg. 21 Supporting Dual Language Learners |
| Use increasingly complex word forms | <ul style="list-style-type: none"> Songs: Put It at the Front; Put It at the End; Let's Compare | <ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| Use regular and irregular plurals. | <ul style="list-style-type: none"> Song: More than One; Strange Spelling Book: Moose Are Not Meese | |
| Use regular and irregular past tense. | <ul style="list-style-type: none"> Song: Irregular Verbs; It Happened Yesterday | <ul style="list-style-type: none"> Unit 1, Pg. 51 Fancy Rhyming |
| Use pronouns. | <ul style="list-style-type: none"> Song: Pronouns Pronouns Power Words | <ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 178 Power I |
| Use possessives. | <ul style="list-style-type: none"> Song: Apostrophe Pig Book: Mine | |
| Recognize and understand common cognates. | | |
| Try to use new words and grammar (multilingual learners). | Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive. | <ul style="list-style-type: none"> Introduction, Pg. 21 Supporting Dual Language Learners |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| World Languages | | |
| Know that people can speak different languages. | <ul style="list-style-type: none"> Sing Around the World Songs Song: I Touch My Nose Like This | <ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom |
| Understand and use some words or phrases in another language. | <ul style="list-style-type: none"> Sing Around the World Songs Song: I Touch My Nose Like This | |
| Understand that people who speak the same language sometimes use different dialects or expressions. | | <ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom |
| Communicate nonverbally with peers who speak a different language. | | <ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy |
| LITERACY SKILLS | | |
| Reading Motivation | | |
| Participate in pre-reading and reading-related activities. | <ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 13 Reading Center |
| Select books and other texts for pre-reading. | <ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center |
| Identify that there is meaning in text. | <ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) What Comes Next? Peek at the Story Describe Characters Sum Up: Five Ws Print Directionality Introduction | <ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 13 Reading Center |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Phonological Awareness | | |
| Separate sentence into words. | <ul style="list-style-type: none"> Song: Sentences Segment Spoken Sentences | <ul style="list-style-type: none"> Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences |
| Join two or more words to create a compound word. | <ul style="list-style-type: none"> Song: Compound Words | <ul style="list-style-type: none"> Unit 3, Pg. 360 Blend Compound Words: My Valentine Unit 4, Pg. 4 Listening Activity: Where Is Thumbkin? Compound Words Unit 4, Pg. 16 Listening Activity: Blend Farm Compound Words Unit 4, Pg. 22 Yankee Doodle Compound Words |
| Remove word from a compound word. | <ul style="list-style-type: none"> Take Away Syllables | <ul style="list-style-type: none"> Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words Unit 4, Pg. 46 Listening Activity: Animal Compound Words Unit 4, Pg. 50 Vertebrate Compound Words |
| Blend two or more syllables to create words. | <ul style="list-style-type: none"> Blend Spoken Syllables | <ul style="list-style-type: none"> Unit 5, Pg. 186 Listening Activity: Hairy Syllables Unit 5, Pg. 196 Listening Activity: I Spy Syllables Unit 5, Pg. 218: Listening Activity: Jumbled Syllables |
| Separate syllables from a word. | <ul style="list-style-type: none"> Syllables Syllable Safari | <ul style="list-style-type: none"> Unit 5, Pg. 130 Name Syllable Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ Unit 5, Pg. 144 Listening Activity: Elephant Syllables Unit 5, Pg. 156 Listening Activity: Fishy Syllables Unit 5, Pg. 166 Listening Activity: Fast Syllables Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables Unit 5 Pg. 202 Circus Syllables |
| Identify rhyming words. | <ul style="list-style-type: none"> Rhyming Words Rhyme Rhyme Match Rhyme With Me One Doesn't Rhyme Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> Unit 1, Pg. 51 Fancy Rhyming Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination Unit 2, Pg. 199 Rhyme Race |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Phonological Awareness <i>continued</i> | | |
| Produce rhyming words | <ul style="list-style-type: none"> Rhyming Words Rhyme Rhyme Match Rhyme With Me One Doesn't Rhyme Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> Unit 1, Pg. 51 Fancy Rhyming Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 164 The Hungry Thing Rhyme Play |
| Recognize and produce words that have the same beginning sound. | <ul style="list-style-type: none"> Letter Sound Songs Initial Sound Right Initial Sound Letter Sound Coloring Game (Make a Scene) | <ul style="list-style-type: none"> Unit 4, Pg. 110 Listening Activity: Initial / ck/ Sounds Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/ Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds |
| Blend onset and rime. | <ul style="list-style-type: none"> Blending Riddles: Onset Rime Blend Onset/Rime Sounds Instruction | <ul style="list-style-type: none"> Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/ |
| Blend phonemes in one-syllable words. | <ul style="list-style-type: none"> Blend Every Sound (Phonemes) Blend Phonemes Instruction (Chef; Machine) Blending Riddles: Individual Phonemes | <ul style="list-style-type: none"> Unit 7, Pg. 246 Listening Activity: Simon Says Blend Phonemes |
| Alphabet Knowledge | | |
| Identify at least 20 uppercase and 20 lowercase letters in isolation. | <ul style="list-style-type: none"> ABC Songs Letter Pictures Find the Letter Fast Letter Fun Letter Checker Name That Letter | <ul style="list-style-type: none"> Lowercase Letter Introductions Capital Letter Introductions Unit 4, Pg. 43 Capital Letter Scrapbook Unit 4, Pg. 46 Lowercase Letters |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Alphabet Knowledge <i>continued</i> | | |
| Identify at least 20 uppercase and 20 lowercase letters in text. | <ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Find the Letter • Fast Letter Fun • Letter Checker • Name That Letter | <ul style="list-style-type: none"> • Lowercase Letter Introductions • Capital Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters |
| Recognize at least 20 letter sounds. | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions |
| Produce at least 20 letter-sound correspondences. | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions |
| Recognize own written name. | <ul style="list-style-type: none"> • Name Game (What's Your Name?) | <ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets |
| Write uppercase and lowercase letters. | <ul style="list-style-type: none"> • Letter Trace • Letter Pictures | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions |
| Read-Aloud Comprehension | | |
| Share and repeat the details in a text. | <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • What Comes Next? • Missing Pictures | <ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Dramatic Play Activities |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Read-Aloud Comprehension <i>continued</i> | | |
| Use information to describe. | <ul style="list-style-type: none"> Describe Characters Sum Up: Five Ws What Comes Next | <ul style="list-style-type: none"> Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth Story Time Activities |
| Use information to categorize. | <ul style="list-style-type: none"> Books: Buttons, Buttons; The Birds, The Beasts, and the Bat; Guess What I Am Sum Up: Five Ws | <ul style="list-style-type: none"> Story Time Activities Unit 5, Pg. 174 Invertebrates |
| Use information to compare and contrast. | <ul style="list-style-type: none"> Reading Detective (Compare Characters) Compare Characters | <ul style="list-style-type: none"> Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers |
| Relate own experiences to those in books. | <ul style="list-style-type: none"> Connect to Me Step Into the Story | <ul style="list-style-type: none"> Morning Meetings Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/ |
| Ask and answer questions about story elements. | <ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) What Comes Next? Peek at the Story Describe Characters Sum Up: Five Ws | <ul style="list-style-type: none"> Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Story Time Activities |
| Make inferences. | <ul style="list-style-type: none"> Words Tell About the Pictures Find an Answer Science Investigation Read with Me Books Read-Along Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> Science Center Unit 1, Pg. 75 Five Senses: How Do We Know? Unit 1, Pg. 84 What Do You See? Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 3, Pg. 306 How Do Plants Drink? Unit 3, Pg. 363 Seed Investigation Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling |
| Make predictions. | <ul style="list-style-type: none"> Peek at the Story | |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Read-Aloud Comprehension <i>continued</i> | | |
| Identify the role of author and illustrator. | <p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> Print Directionality Introduction | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 37 Print Knowledge: Books Story Time Activities |
| Use pre-reading skills in self-selected books. | <ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books Informational Books <p>(See titles at end of document.)</p> | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center |
| Recognize different kinds of texts/genres. | <ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books Traditional Tales Informational Books Math Books Science Books <p>(See titles at end of document.)</p> | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities |
| Compare and contrast two stories relating to the same topic. | <ul style="list-style-type: none"> Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat | |
| Print Concepts | | |
| Identify that there is meaning in text. | <ul style="list-style-type: none"> Print Concepts Letters Make Words Words Tell About the Pictures | <ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 8 Morning Message Unit 1, Pg. 82 Letters Make Words |
| Display appropriate book-handling behaviors. | <p>Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.</p> <ul style="list-style-type: none"> Print Concepts Print Directionality | |

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| Print Concepts <i>continued</i> | | |
| Distinguish between letters, words, and pictures. | <ul style="list-style-type: none"> Letters Make Words Print Concepts Words Tell About the Pictures Words in Your World Distinguish Letters (Alphabet Introduction) | <ul style="list-style-type: none"> Unit 1, Pg. 23 Morning Message Unit 1, Pg. 82 Letters Make Words Story Time Activities |
| Show understanding of left-to-right and top-to-bottom directionality in print components. | <p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> Print Directionality Introduction | <ul style="list-style-type: none"> Unit 1, Pg. 23 Morning Message Unit 1, Pg. 46 The Apple Tree: Discuss the Story Story Time Activities |
| Understand conventions of print, including end punctuation and case. | <ul style="list-style-type: none"> Song: What Is a Sentence?; Capital Letters (Days); Capital Letters (Proper Nouns) Sentences Print Concepts Print Directionality Introduction | <ul style="list-style-type: none"> Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation |
| Writing | | |
| Convey meaning through marks, letters, or symbols. | <ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace (Letter Picture Writing) Letters Make Words | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities |
| Verbally share the meaning of own writing. | <p>Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.</p> | <ul style="list-style-type: none"> Unit 3, Pg. 318 Growing Into a Good Audience |
| Write for different purposes. | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities |
| Express an opinion. | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities |

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| Writing <i>continued</i> | | |
| Compose an informative text. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities |
| Compose a narrative. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities |
| Contribute ideas and participate in group writing. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities |
| Revise and edit group writing. | | |
| Share and celebrate written products. | Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities |
| Experiment with writing tools. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities |
| Participate in shared research. | <ul style="list-style-type: none"> • Science Investigation • Build Knowledge | <ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like? |
| Write own name. | <ul style="list-style-type: none"> • Name Game (What's Your Name?) • Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets |
| Write with some letter-sound correspondence. | <ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Capital Letter Introductions • Lowercase Letter Introductions |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Writing <i>continued</i> | | |
| Independently write letters to make words or word parts. | <ul style="list-style-type: none"> Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities Capital Letter Introductions Lowercase Letter Introductions |
| Use top-to-bottom and left-to-right directionality when writing. | All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities |
| Begin to experiment with end punctuation. | <ul style="list-style-type: none"> Song: What Is a Sentence?; Sentence Marks Sentences Sentence Marks | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities |
| MATH SKILLS | | |
| Counting | | |
| Understand that items and amounts can be counted. | <ul style="list-style-type: none"> Counting Songs (See titles at end of document.) Number Counting Number Instruction | <ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 45 Counting and Attendance Unit 5, Pg. 200 Counting in a Circle |
| Recite number words from 1 to 30 in order. | <ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Number Recognition and Sense Counting Puzzle Order Numbers | <ul style="list-style-type: none"> Introduce and Count Number Activities Unit 5, Pg. 171 Quantities to 7 |
| Count aloud 1-10 items with one-to-one correspondence. | <ul style="list-style-type: none"> One-to-one Correspondence Number Counting Match Numbers Number Recognition and Sense | <ul style="list-style-type: none"> Unit 2, Pg. 261 Make One More Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner Unit 5, Pg. 180 Arrange and Count 7 |
| Consistently use the counting sequence in order during different counting activities. | <ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Order Numbers One-to-One Correspondence Bug Bits | <ul style="list-style-type: none"> Unit 1, Pg. 23 Counting and Attendance Unit 2, Pg. 261 Make One More Unit 5, Pg. 147 Decomposing 7 Unit 5, Pg. 180 Arrange and Count 7 |

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| Counting <i>continued</i> | | |
| Use the last number counted to tell how many are in a set when objects are arranged (up to 10) in a line, a rectangular array, in a circle, or (up to 5) scattered (Cardinality). | <ul style="list-style-type: none"> • Make and Count Groups • Match Numbers • One-to-One Correspondence | <ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle |
| Count the same number of different items to see that the quantity is the same even when the objects are different. | <ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Bug Bits • Make and Count Groups • Match Numbers | <ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle |
| Count out a given number of objects from a group of up to 10 objects. | <ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Make and Count Groups • Bug Bits • Match Numbers | <ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 208 Pizza Chef Match |
| Understand that each successive number counted represent a quantity that is one larger. | <ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • One-to-One Correspondence | <ul style="list-style-type: none"> • Unit 1, Pg. 45 Counting and Attendance • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More |
| Understand that the order in which items are arranged or counted does not affect the total count. | <ul style="list-style-type: none"> • Make and Count Groups • Match Numbers • One-to-One Correspondence | <ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle |

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| Counting <i>continued</i> | | |
| Use matching or counting to compare the size of one group to another, using the words more, less, greater than, fewer, same, or equal. | <ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Book: For the Birds Greater Than, Less Than More Than Fewer Than | <ul style="list-style-type: none"> Unit 6, Pg. 8 Greater Than Unit 6, Pg. 71 Less Than Unit 6, Pg. 105 Quantities to 10 Unit 6, Pg. 121 Problem Solving: Fair Division |
| Correctly use ordinal terms, including first through fifth, next, and last. | <ul style="list-style-type: none"> Songs: Positioning; Monster Trucks Book: The Circus Came to Town First, Next, and Last First, Middle, Last | |
| Subitize the number of items in a group of up to 5. | <ul style="list-style-type: none"> Moving Target (Dots) Bug Bits Resources: <ul style="list-style-type: none"> Subitizing Cards | <ul style="list-style-type: none"> Unit 1, Pg. 150 Arrange and Count 4 Unit 2, Pg. 206 Pizza Chef Match Unit 2, Pg. 218 Group Five Pets Unit 4, Pg. 102 Read and Write 6: Warm-up Number Dots |
| Recognize and name numerals 0-9. | <ul style="list-style-type: none"> Number Songs Number Instruction Number Practice Number Recognition and Sense Math Books (See titles at end of document.) | <ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities |
| Use numerals 0-5 to represent a group of counted objects. | <ul style="list-style-type: none"> Counting Songs (See titles at end of document.) <ul style="list-style-type: none"> Make and Count Groups Match Numbers One-to-one Correspondence | <ul style="list-style-type: none"> Unit 1, Pg. 40 Math: Same Two Unit 1, Pg. 150 Arrange and Count 4 Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 218 Group Five Pets Unit 7, Pg. 247 How Many Are Hiding? |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Operations | | |
| Understand that adding or taking away one from a small group of objects changes the total quantity by one. | <ul style="list-style-type: none"> Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction Book: Five Delicious Muffins Make and Count Groups Add Groups Subtract Groups Act Out Addition Act Out Subtraction | <ul style="list-style-type: none"> Unit 5, Pg. 210 Counting to 8 in Relation to 5 Unit 6, Pg. 83 Ten Frame Game Unit 7, Pg. 180 Build One More Unit 7, Pg. 229 Build One Less Unit 7, Pg. 247 How Many Are Hiding? |
| Use fingers, objects, or drawings to show a verbal word problem adding to or subtracting from a set of up to 5 objects. | <ul style="list-style-type: none"> Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction Book: Five Delicious Muffins Act Out Addition Act Out Subtraction | <ul style="list-style-type: none"> Unit 7, Pg. 247 How Many Are Hiding? |
| Use informal strategies to separate up to 10 objects into two equal sets or up to 5 objects into two sets of any amount. | | <ul style="list-style-type: none"> Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 Unit 5, Pg. 147 Decomposing 7 Unit 5, Pg. 231 Decomposing 8 Unit 6, Pg. 41 Decomposing 9 Unit 6, Pg. 91 Decomposing 10 Unit 6, Pg. 121 Problem Solving: Fair Division |
| Count forward or backward from a given number up to 5 to solve a problem. | <ul style="list-style-type: none"> Songs: Counting On; Counting Backward Book: A Space Adventure Count On Count Down Counting Back | <ul style="list-style-type: none"> Introduce and Count Number Activities Unit 3, Pg. 271 What Comes Next? Unit 5, Pg. 160 Counting On Unit 5, Pg. 210 Counting to 8 in Relation to 5 Unit 7, Pg. 180 Build One More |

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| Geometry | | |
| Recognize, name, and describe common two dimensional shapes—circle, square, rectangle, triangle—using words related to number of sides, length of sides, and number of points or angles. | <ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites Books: Imagination Shapes; The Shape of Things Simple Shapes Solid Shapes Space Shapes Circle, Square, Triangle, Rectangle Star, Semicircle, Octagon, Oval, Diamond Oval, Star, Semicircle, Diamond, Octagon | <ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles Unit 3, Pg. 375 Shape Hunt |
| Explain that a shape remains the same shape even when its size or position changes. | <ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes Book: Imagination Shapes Simple Shapes Space Shapes World Shapes Solid Shapes Circle, Square, Triangle, Rectangle Oval, Star, Semicircle, Diamond, Octagon | <ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles Unit 3, Pg. 375 Shape Hunt |
| Combine shapes to create a picture or design. | <ul style="list-style-type: none"> Geoboard Tangrams | <ul style="list-style-type: none"> Introduction, Pg. 9 Block Center Unit 3, Pg. 310 Make a Triangle Unit 3, Pg. 332 Circle Party Unit 3, Pg. 368 Shapes Mural |
| Create, compose, decompose, and talk about common two-dimensional shapes, including circle, square, rectangle, and triangle. | <ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes Book: Imagination Shapes Simple Shapes Space Shapes World Shapes Solid Shapes Circle, Square, Triangle, Rectangle Oval, Star, Semicircle, Diamond, Octagon | <ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles Unit 3, Pg. 375 Shape Hunt |
| Begin to recognize common three-dimensional shapes, describing them as balls, boxes, cans, and cones. | <ul style="list-style-type: none"> Book: Imagination Shapes Solid Shapes Space Shapes | |

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| Spatial Sense | | |
| Use position words such as over, under, above, on, beside, next to, between, in front of, near, and far, top, bottom, up, down, and behind. | <ul style="list-style-type: none"> Songs: Get Over the Bugs; Positioning; Monster Trucks Book: Up in the Air First, Middle, Last Over, Under, Above, Below Over, Under, and Through Top, Beside, and Bottom Inside, Outside, Between Position Above, Below, Next to, On | <ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On |
| Follow directions to move own body through space (e.g., move forward, walk back, sit down). | <ul style="list-style-type: none"> Songs: Get Over the Bugs; Positioning Book: Up in the Air Over, Under, Above, Below Over, Under, and Through Top, Beside, and Bottom Inside, Outside, Between Position Above, Below, Next to, On | <ul style="list-style-type: none"> Unit 1, Pg. 143 Builders and Bulldozers Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On Unit 4, Pg. 42 Birds On a Perch |
| Measurement | | |
| Identify measurable attributes like height, length, capacity, weight, and time. | <ul style="list-style-type: none"> Songs: Savanna Size, Measuring Plants Capacity Length Order Size Big and Little Tall and Short Heavy and Light Size Match | <ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Measurement <i>continued</i> | | |
| Measure, describe, and compare height and length of objects using like Units and words like small, big, short, tall, and long. | <ul style="list-style-type: none"> Songs: Savanna Size, Measuring Plants; Large, Larger, Largest; Let's Compare Capacity Length Order Size Big and Little Tall and Short Heavy and Light Size Match | <ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 142 Weight Unit 7, Pg. 199 Volume |
| Know the purpose of common measuring tools (e.g., ruler, scale, measuring cup/spoon). | <ul style="list-style-type: none"> Measurement Tools | <ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 170 Exploring Weight Unit 7, Pg. 209 Exploring Volume |
| Use formal or informal measurement tools (e.g., balance scale, cups, blocks, paper clips, etc.) to observe and describe weight, length, and volume. | <ul style="list-style-type: none"> Songs: Savanna Size, Measuring Plants; Large, Larger, Largest; Let's Compare Capacity Length Order Size Big and Little Tall and Short Heavy and Light Size Measurement Tools | <ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 170 Exploring Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume |
| Measure, describe, and compare capacity or how much can be placed inside an object using like Units and words like empty and full. | <ul style="list-style-type: none"> Capacity | <ul style="list-style-type: none"> Unit 7, Pg. 199 Volume Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume |
| Informally describe and compare the weight of objects using like Units and words like heavy and light. | <ul style="list-style-type: none"> Heavy and Light | <ul style="list-style-type: none"> Unit 7, Pg. 142 Weight Unit 7, Pg. 147 Charting Weight Unit 7, Pg. 170 Exploring Weight |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Measurement <i>continued</i> | | |
| Compare and order up to 5 objects by a measurable attribute. | <ul style="list-style-type: none"> Songs: Savanna Size, Measuring Plants Capacity Length Order Size Big and Little Tall and Short Heavy and Light Size | <ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume |
| Describe the passing of time. | <ul style="list-style-type: none"> Calendar/Graph Weather Today Observe a Simple System Yesterday/Today | <ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten |
| Use pretend money during play, earning money for work, and using money to buy goods and services. | | <ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| Classification | | |
| Describe and sort objects by similarities and differences. | <ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort | <ul style="list-style-type: none"> Unit 1, Pg. 119 Sorting Buttons Unit 1, Pg. 134 Texture Sort Unit 3, Pg. 319 Plant Part Salad Unit 3, Pg. 338 Sort It Out Unit 3, Pg. 359 Fancy Shapes Unit 7, Pg. 205 Healthy Eating |
| Collect, organize, and present data graphically. | <ul style="list-style-type: none"> Calendar/Graph Weather Observe a Simple System | <ul style="list-style-type: none"> Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey |
| Patterns | | |
| Recognize, complete, extend, duplicate, and create common patterns, including A, B, A, B; AA, BB, AA, BB; and ABC, ABC. | <ul style="list-style-type: none"> Song: Train Station Patterns Patterns Pattern AB Pattern ABC Pattern ABB | <ul style="list-style-type: none"> Unit 4, Pg. 38 AB Pattern Garden Unit 4, Pg. 48 ABB Cereal Necklaces Unit 4, Pg., 59 ABC Patterns |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| SCIENCE SKILLS | | |
| Scientific Thinking | | |
| Observe, investigate, describe, and talk about common objects. | <ul style="list-style-type: none"> Song: The Scientific Method; Solid or Liquid; Matter Solid and Liquid Science Investigation Materials Magnets | <ul style="list-style-type: none"> Unit 1, Pg. 84 What Do You See? Unit 1, Pg. 107 Sound Box Match Up Unit 2, Pg. 195 Taste and Smell Snack Activity |
| Physical Science | | |
| Identify, investigate, talk about, and describe the parts of common objects. | <ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Wilbur and Orville Wright Simple Machines Materials Magnets | <ul style="list-style-type: none"> Unit 7 Pg. 141 Tool Workshop |
| Identify, investigate, talk about, and describe the location and movement of common objects. | <ul style="list-style-type: none"> Song: Push and Pull; Gravity Book: Mr. Mario's Neighborhood Push and Pull Magnets Simple Machines | <ul style="list-style-type: none"> Unit 7 Pg. 141 Tool Workshop |
| Use simple tools to measure and learn about different objects. | <ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around Science Tools | <ul style="list-style-type: none"> Unit 6, Pg. 24 Fingerprints: Same or Different? Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 170 Exploring Weight Unit 7, Pg. 209 Exploring Volume |
| Identify, investigate, talk about, and describe where light, heat, and electricity come from. | <ul style="list-style-type: none"> Book: Lightning Bells Sources of Light Heat Sources and Uses Electricity Instruction | <ul style="list-style-type: none"> Unit 3, Pg. 284 Sunlight and Temperature Investigation |

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| Life Science | | |
| Identify, investigate, talk about, and describe the parts of different plants and animals. | <ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; • Books: Guess What I Am; Food From Plants Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation | <ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? |
| Describe the life cycles of different plants and animals. | <ul style="list-style-type: none"> • Book: Watch the Woolly Worm • Animal Life Cycle and Growth • Observe a Simple System • Plants | <ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles |
| Identify, investigate, talk about, and describe the relationship between plants and animals and their environments. | <ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; • Books: Guess What I Am; Food From Plants; Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Deserts • Oceans • Mountains • Rainforests | <ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? |

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| Life Science <i>continued</i> | | |
| Understand differences between living and nonliving things. | <ul style="list-style-type: none"> Song: Living and Nonliving Living or Nonliving Materials Magnets | <ul style="list-style-type: none"> Unit 2, Pg. 223 Living and Nonliving Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Unit 3, Pg. 296 We Are All Growing |
| Earth and Space Science | | |
| Investigate, describe, and talk about materials from the earth and how they are used. | <ul style="list-style-type: none"> Water Materials Rocks | <ul style="list-style-type: none"> Unit 3, Pg. 347 Where Does Our Water Come From? |
| Investigate, describe, and talk about objects that can be seen in the sky. | <ul style="list-style-type: none"> Songs: Sun Blues; The Moon; S—Star Light Start Bright (United States) Book: Star Pictures Sun Moon Constellations | <ul style="list-style-type: none"> Unit 6, Pg. 38 Dramatic Play: To the Moon! Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites |
| Describe what happens when the earth or the sky changes. | <ul style="list-style-type: none"> Song: Seasons Build Knowledge: Moon Song Moon Patterns Winter Spring Summer Fall | |
| Show understanding and the importance of taking care of the planet | <ul style="list-style-type: none"> Care of Water Care of Earth | <ul style="list-style-type: none"> Unit 3, Pg. 347 Where Does Our Water Come From? |
| SOCIAL STUDIES SKILLS | | |
| People, Past and Present | | |
| Identify unique characteristics in themselves, classmates, and children from other cultures. | <ul style="list-style-type: none"> Books: I Hate Peas; Mine; José Three; Grandpa's Great Athlete | <ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 247 Clay Portraits Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 296 We Are All Growing Unit 4, Pg. 112 I Can Book Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| People, Past and Present <i>continued</i> | | |
| Identify unique characteristics of families. | <ul style="list-style-type: none"> Books: José Three; Grandpa's Great Athlete My Family | <ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family |
| Recognize and understand how events, time, and routines relate to their lives. | <ul style="list-style-type: none"> Books: That's What I Like: A Book About Seasons; The Old Maple Tree Baby's Birthday | <ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 11 Clean Up and Center Review Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 20 Reflection and Dismissal Unit 3, Pg. 296 We Are All Growing Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten |
| Economics | | |
| Show understanding that people have basic needs, e.g., food, clothing, and shelter. | <ul style="list-style-type: none"> Books: Everybody Needs to Eat; Whatever the Weather | <ul style="list-style-type: none"> Unit 7, Pg. 243 What Should I Wear? |
| Show understanding of what it means to be a consumer. | <ul style="list-style-type: none"> Books: Bugs For Sale; Fudge For Sale; Bad News Shoes Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> Money Classroom Helpers All the Way Done | <ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 3, Pg. 326 We All Have Jobs Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| Talk about roles and jobs of the people in their Community. | <p>Resources:</p> <ul style="list-style-type: none"> Community Helpers | <ul style="list-style-type: none"> Unit 1, Pg. 14 School Field Trip Unit 3, Pg. 326 We All Have Jobs Unit 3, Pg. 343 Which Hat Is Best? Unit 3, Pg. 375 Trusted Adults |
| Geography | | |
| Identify and create common features in the natural environment, such as hills, rivers, roads, lakes, and familiar buildings. | <ul style="list-style-type: none"> Book: Your Backyard Create Your Own Environment <p>Resources:</p> <ul style="list-style-type: none"> Exploring Your Home City with Your Children Deserts Mountains Oceans Rainforests | <ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play |
| Explore geography tools and resources, such as maps, signs, and street addresses. | <p>Resources:</p> <ul style="list-style-type: none"> Exploring Your Home City with Your Children | <ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Citizenship | | |
| Identify flags of the United States and of home state. | | <ul style="list-style-type: none"> Unit 6, Pg. 48 Flag on the Moon |
| Say the Pledge of Allegiance to the United States flag and the state flag, and observe a moment of silence. | | |
| Vote as part of a group to make decisions. | | <ul style="list-style-type: none"> Unit 6, Pg. 48 Flag on the Moon |
| FINE ARTS SKILLS | | |
| Art | | |
| Use different art materials for exploration and for sensory experience. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 1, Pg. 19 Birthday Cupcakes Unit 1, Pg. 38 Eric Carle Paintings Unit 2, Pg. 247 Clay Portraits Unit 3, Pg. 309 Leaf Rubbings Unit 3, Pg. 361 Fire Painting Visual Arts Activities |
| Use art for self-expression. | <ul style="list-style-type: none"> Book: Lizard and the Painted Rock Squirrel Sketches | <ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 1, Pg. 38 Eric Carle Paintings Unit 2, Pg. 247 Clay Portraits Unit 7, Pg. 139 Painting My Feelings |
| Show interest and appreciation for others' work. | <ul style="list-style-type: none"> Book: Lizard and the Painted Rock Squirrel Sketches | <ul style="list-style-type: none"> Unit 1, Pg. 38 Eric Carle Paintings Unit 7, Pg. 145 Artist's Statement Unit 7, Pg. 154 Gallery Talk |
| Music | | |
| Sing, play musical instruments, and move to the rhythm in classroom activities. | <ul style="list-style-type: none"> Mama's Melody Book: Movin' to the Music Time | <ul style="list-style-type: none"> Unit 1, Pg. 103 Instrument Chairs Unit 2, Pg. 233 Mambo Moves Unit 3, Pg. 371 Where Is Thumbkin: Find the Marble Unit 6, Pg. 53 Floating Robots Unit 6, Pg. 59 Rhythm Stick Sounds Unit 7, Pg. 187 Pathways in Space |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|--|---|---|
| Music continued | | |
| React to a variety of musical styles through movement and play. | <ul style="list-style-type: none"> Sing Around the World Songs Book: Movin' to the Music Time | <ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play Music Shop Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 175 Dancing with Props Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble Unit 5, Pg. 183 Flight of the Bumblebee Unit 5, Pg. 188 Insect Walking Sounds |
| Drama | | |
| Act out to recreate and retell stories, moods, or experiences. | <ul style="list-style-type: none"> Papa's Play | <ul style="list-style-type: none"> Dramatic Play Activities Unit 7, Pg. 215 Chicka Chicka Boom Program |
| PHYSICAL DEVELOPMENT SKILLS | | |
| Gross Motor | | |
| Master basic skills of running, jumping, climbing, and pedaling. | Resources: <ul style="list-style-type: none"> Yoga Booklet | <ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 199 Dramatic Play: Circus School Unit 6, Pg. 7 Dramatic Play: Gym Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce Unit 6, Pg. 118 Come Rest Awhile Unit, 6 Pg. 122 Obstacle Course Unit 7, Pg. 238 Surfing the Waves |
| Engage in movement sequences with adult prompts. | Resources: <ul style="list-style-type: none"> Yoga Booklet | <ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 199 Dramatic Play: Circus School Unit 6, Pg. 7 Dramatic Play: Gym Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce Unit 6, Pg. 118 Come Rest Awhile Unit, 6 Pg. 122 Obstacle Course Unit 7, Pg. 238 Surfing the Waves |
| Use perception to guide movement through space and interactions with objects and people. | Resources: <ul style="list-style-type: none"> Personal Space Circle | <ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 1, Pg. 143 Builders and Bulldozers Unit 2, Pg. 169 Personal Space Circle Unit 5, Pg. 233 Slide Like a Snail Unit 7, Pg. 187 Pathways in Space |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| Fine Motor | | |
| Experiment with a variety of fine-motor tasks but may lack strength and control. | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. | <ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 2, Pg. 254 Polly Put the Kettle On Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 18 Skeleton Hands Unit 4, Pg. 43 Capital Letter Scrapbook Unit 5, Pg. 219 Spider Webs |
| Show emerging proficiency on tasks requiring eye hand coordination (draw pictures recognizable to child but not others; cut with scissors but may not be able to cut across page) | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. | <ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 2, Pg. 254 Polly Put the Kettle On Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 18 Skeleton Hands Unit 4, Pg. 43 Capital Letter Scrapbook Unit 5, Pg. 219 Spider Webs |
| Safety | | |
| Exercise good habits of personal safety. | <ul style="list-style-type: none"> Songs: Storms; Sun Blues Book: The Germs Avoid Germs and Prevent Illness Germs Lightning Safety Resources: <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety Activities for Kids | <ul style="list-style-type: none"> Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency! Unit 3, Pg. 375 Trusted Adults Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body Unit 6, Pg. 117 Digital Safety Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe Unit 7, Pg. 155 Safe Eating: Gallery Refreshments |
| Health | | |
| Exercise good habits of personal health and hygiene. | <ul style="list-style-type: none"> Song: Health Germs Avoid Germs and Prevent Illness Health Experiment Teeth Resources: <ul style="list-style-type: none"> Hand Washing Rebus Learning Together: Health | <ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing and Snack Unit 6, Pg. 79 Bath Time Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) Unit 7, Pg. 174 Taking Care of My Teeth |
| Recognize good habits of nutrition and exercise. | <ul style="list-style-type: none"> Song: Health Book: We All Exercise Exercise and Rest Healthy Food | <ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile (Yoga) Unit 7, Pg. 205 Healthy Eating |

| SCHOLASTIC PREK ON MY WAY™ SKILLS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|---|---|
| TECHNOLOGY SKILLS | | |
| Programs and Tools | | |
| Use digital learning applications and programs. | Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. 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"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation • Unit 1, Pg. 132 Erasing Mistakes |
| Use and identify different digital tools. | While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor). | <ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation • Unit 1, Pg. 132 Erasing Mistakes |
| Use technology, including learning applications, to express own ideas. | While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor). | <ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation |
| Uses | | |
| Use technology to find information. | <ul style="list-style-type: none"> • Build Knowledge | <ul style="list-style-type: none"> • Unit 1, Pg. 38 Eric Carle Paintings |
| Use digital tools and resources safely. | | <ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation • Unit 1, Pg. 132 Erasing Mistakes |
| Show understanding of common technology and how it affects how people live. | <ul style="list-style-type: none"> • Book: Inventions All Around • Inventions • Print Directionality Introduction | <ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation • Unit 1, Pg. 132 Erasing Mistakes |

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; 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; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



SUPPORT

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

CONTINUAL DEVELOPMENT

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

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 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

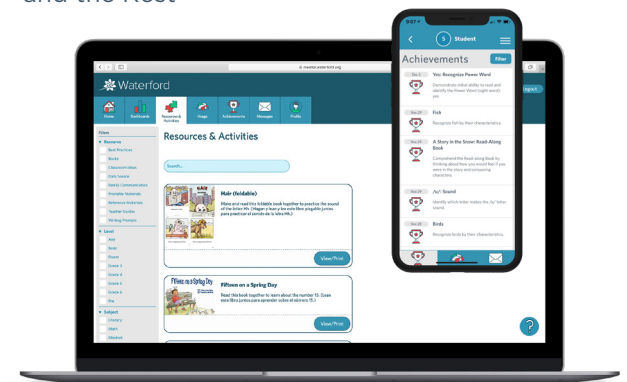
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

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



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