

CURRICULUM *Correlation*



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

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KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APPROACHES TO LEARNING (ATL)		
Engagement and Attention		
ATL.p4.1: Sustains attention to task despite distractions.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Persistence		
ATL.p4.3: Stays with a task for at least five minutes.	Engaging activities in 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 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables
ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Curiosity and Initiative		
ATL.p4.6: Seeks new and varied experiences and challenges through play	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play 	<ul style="list-style-type: none"> • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
ATL.p4.7: Chooses activities to do alone or with others.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Musical Mayhem • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Curiosity and Initiative <i>continued</i>		
ATL.p4.8: Invites other children to join groups or activities.	<ul style="list-style-type: none"> • Clubhouse • Come Inside 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
ATL.p4.9: Makes and follows plans for games or activities with other children.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Sense of Competence		
ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.	<ul style="list-style-type: none"> • Come Inside • My Name Is Squirrel • 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
ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
ATL.p4.12: Associates emotions with words and facial expressions.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Lost and Found • Boo Hoo Baby <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Feelings Poster • Emotion Cards 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • 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 7, Pg. 139 Painting My Feelings

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Problem Solving		
ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	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
ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.	<ul style="list-style-type: none"> Dinner Time The Picnic <p>Resources:</p> <ul style="list-style-type: none"> Homelink: Waiting Game 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 88 Journal Prompt: I Took Turns When... Unit 4, Pg. 80 Waiting Game
ATL.p4.15: Understands what is real and what is 'make-believe'.	<ul style="list-style-type: none"> Real and Make-believe 	<ul style="list-style-type: none"> Dramatic Play Activities
Creativity and Flexibility		
ATL.p4.16: Invents new activities through play	<ul style="list-style-type: none"> Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> Role Play 	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	<p>Resources:</p> <ul style="list-style-type: none"> Guess My Rule 	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 1, Pg. 6 Learning Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	<p>Resources:</p> <ul style="list-style-type: none"> Guess My Rule 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 76 Taking Turns Game Unit 1, Pg. 88 Let's Play Unit 4, Pg. 84 Working Together

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHYSICAL HEALTH AND DEVELOPMENT (PHD)		
Large Motor Skills		
PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 122 Obstacle Course
PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).		<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 6, Pg. 110 Kick, Throw, Catch, and Bounce • Unit 7, Pg. 238 Surfing the Waves
PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).		<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 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce • Unit 7, Pg. 238 Surfing the Waves
Fine Motor Skills		
PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	The daily use of a touch pad or mouse helps develop dexterity and eye-hand coordination.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • 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. 43 Capital Letter Scrapbook
Physical Fitness		
PHD.p4.5: Participates in active play exhibiting strength and stamina	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise 	<ul style="list-style-type: none"> • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 122 Obstacle Course

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Nutrition/Healthy Eating		
PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating) 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	Waterford introduces letter sounds with instruction that includes video demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	
Personal Hygiene		
PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rubric 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 7, Pg. 168 Dramatic Play: Dentist's Office • Unit 7, Pg. 174 Taking Care of My Teeth
PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	<ul style="list-style-type: none"> • Teeth <p>Resources:</p> <ul style="list-style-type: none"> • Health • Monkey Mouth 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 7, Pg. 168 Dramatic Play: Dentist's Office • Unit 7, Pg. 174 Taking Care of My Teeth

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Safety		
PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).	<ul style="list-style-type: none"> Song: Sun Blues <p>Resources:</p> <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety Activities for Kids 	<ul style="list-style-type: none"> Unit 3, Pg. 334 Tuesday Story: Call For Help Unit 3, Pg. 337 Emergency! Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body Unit 6, Pg. 117 Digital Safety Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).	<p>Resources:</p> <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety for Kids 	<ul style="list-style-type: none"> Unit 3, Pg. 334 Tuesday Story: Call For Help Unit 3, Pg. 337 Emergency! Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	<p>Resources:</p> <ul style="list-style-type: none"> Community Helpers Trusted Adults 	<ul style="list-style-type: none"> Unit 3, Pg. 334 Tuesday Story: Call For Help Unit 3, Pg. 337 Emergency! Unit 3, Pg. 373 Trusted Adults
SOCIAL AND EMOTIONAL DEVELOPMENT (SED)		
Foundations of Character Development		
Develop, implement, promote, and model core ethical and performance principles.		
SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time	<ul style="list-style-type: none"> My Family Find Me! Where's Papa? Lost and Found Do I Have To? It's Not Fair! 	<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 75 Grown-Up Manners
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff, and the community.		
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	<ul style="list-style-type: none"> Baby's Ball Do I Have To? It's Not Fair! 	<ul style="list-style-type: none"> Unit 2, Pg. 188 Full Buckets Unit 2, Pg. 202 Kind Kids Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend Unit 5, Pg. 238 Friends Use Kind Words

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff, and the community <i>continued.</i>		
SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.		
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.		
SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.		
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	<ul style="list-style-type: none"> • Broken Lamp <p>Resources:</p> <ul style="list-style-type: none"> • Consequences Cards • What Would You Do? 	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 186 Journal Prompt: My Good Choice
Organize personal time and managing personal responsibilities effectively.		
SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transitions

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Play a developmentally appropriate role in classroom management and school governance.		
SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.		<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 233 Mambo Moves • Unit 4, Pg. 34 Listening Activity: Rhyme Review
SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	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 1, Pg. 4 Arrival and Toy Time • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 75 Grown-Up Manners
SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together
Develop, implement, and model effective problem solving skills.		
SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults	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"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 13 We're All Happy • Unit 6, Pg. 107 How to Solve a Problem
Self-Awareness		
Understand and analyze thoughts and emotions.		
SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Squirrel's Blocks • Lost and Found • Noisy Children <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Feelings Posters • Guess How I'm Feeling • Emotion Cards 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 26 Journal Prompt: I feel...

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Understand and analyze thoughts and emotions <i>continued</i>.		
SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 7, Pg. 249 Friendship
Identify and assess personal qualities and external supports		
SED.PD.p4.3: Describes characteristics of self and others.	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa’s Great Athlete 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My job... • Unit 4, Pg. 112 I Can Book • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! • Unit 7, Pg. 246 I know
SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).	<ul style="list-style-type: none"> • Books: Mine; José Three; Milton’s Mittens • My Family <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Grandma’s House • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 372 Journal Prompt: My Family
Self-Management		
Understand and practice strategies for managing thoughts and behaviors		
SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.	<ul style="list-style-type: none"> • Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Bad News Shoes 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 149 I Am, I Can • Unit 5, Pg. 188 Insect Walking Sounds
SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.	<ul style="list-style-type: none"> • Lost and Found • Squirrel’s Blocks • Lost Keys • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Reflect on perspectives and emotional responses		
SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	<ul style="list-style-type: none"> • Lost Dinosaur • It’s Not Fair! • Do I Have To? • Lost and Found <p>Resources:</p> <ul style="list-style-type: none"> • Guess How I’m Feeling 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 26 Journal Prompt: I feel...

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Set, monitor, adapt, and evaluate goals to achieve success in school and life		
SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Reflection and Dismissal Routines • Unit 1, Pg. 18 Afternoon Centers • Unit 6, Pg. 48 Flag On the Moon
Social Awareness		
Demonstrate awareness of the thoughts, feelings, and perspective of others		
SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Musical Mayhem • Papa’s Thumb <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 20 May I Help Game
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	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"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Demonstrate awareness of cultural issues and a respect for human dignity and differences		
SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	<ul style="list-style-type: none"> • Books: In the Rain; Seeing Fingers; Noise? What Noise?; José Three; My Super Sticky Sandwich; David Next Door; Tortillas, Tortillas; The Story Cloth; Duc Tho Le’s Birthday Present; Treasures From the Loom 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let’s Play • Unit 4, Pg. 84 Working Together

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Interpersonal Skills		
Demonstrate communication and social skills to interact effectively		
SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 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
SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 60 Turn and Talk Matching
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
SED.SD.p4.8: Invites other children to join groups or activities.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together
Develop and maintain positive relationships		
SED.SD.p4.9: Develops friendships with one or two preferred peers.		<ul style="list-style-type: none"> • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 56 Can I Play With You?

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Develop and maintain positive relationships <i>continued</i>		
SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	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"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).	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"> • Unit 1, Pg. 39 Quiet Time • Unit 2, Pg. 214 Garbage Elves
Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts		
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
COMMUNICATIONS AND LITERACY STANDARDS (CL)		
Literature		
Key Ideas and Details		
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Key Ideas and Details		
CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order • Look at Details • Picture Clues • What Comes Next? • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.	<ul style="list-style-type: none"> • Describe Characters • Look at Details • Sum Up: Five Ws • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
Craft and Structure		
CL.L.p4.4: Asks and answers questions about unknown words in a text.	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 1, Pg. 44 Getting Acquainted • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 69 Dramatic Play: Aquarium
CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	<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.) • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities
CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.	<ul style="list-style-type: none"> • Print Concepts Introduction 	<ul style="list-style-type: none"> • Unit 1, Pg. 37 Print Knowledge: Books

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues • Picture Story • Peek at the Story 	<ul style="list-style-type: none"> • Story Time Activities
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
Range of Reading and Level of Text Complexity		
CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	<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.) • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities
Informational Text		
Key Ideas and Details		
CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Find an Answer 	<ul style="list-style-type: none"> • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
CL.IT.p4.2: With prompting and support, retells key details of a text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Find an Answer • Sum Up: Five Ws • Picture Clues • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 7, Pg. 216 Digital Program

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.	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 1, Pg. 44 Getting Acquainted Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey Unit 4, Pg. 69 Dramatic Play: Aquarium
CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.	<ul style="list-style-type: none"> Print Concepts Introduction 	<ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books
CL.IT.P6: With prompting and support describes the role of an author and an illustrator.	<ul style="list-style-type: none"> Print Concepts Introduction 	<ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books
Integration of Knowledge and Ideas		
CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.	<ul style="list-style-type: none"> Picture Clues Words Tell About the Pictures Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.	<ul style="list-style-type: none"> Sum Up: Five Ws Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities Unit 7, Pg. 150 What Doesn’t Belong?
CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	<ul style="list-style-type: none"> Books: Fawn Eyes and I Wish I Had Ears Like a Bat; Seeing Fingers and Noise? What Noise?; Creepy Crawlers and Garden Visitors 	<ul style="list-style-type: none"> Story Time Activities
Range of Reading and Level of Text Complexity		
CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Skills		
Print Concepts		
CL.F.p4.I: Demonstrates understanding of the organization and basic features of print.	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.	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 82 Letters Make Words
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) 	<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
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.	<ul style="list-style-type: none"> • Letters Make Words • Picture Story 	<ul style="list-style-type: none"> • Journal Activities • Story Time Activities • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 23 Morning Message
CL.F.p4.1c: Recognizes that letters are grouped to form words.	<ul style="list-style-type: none"> • Letters Make Words • Picture Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
CL.F.p4.1d: Recognizes and names some upper- and lowercase letters in addition to those in first name.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Checker • Fast Letter Fun • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness		
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	<ul style="list-style-type: none"> • Sound Songs • Letter Sound • Name That Letter Sound • Blend Every Sound (Phonemes) • Syllables • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	<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. 186 Listening Activity: Hairy Syllables • Unit 5, Pg. 196 Listening Activity: I Spy Syllables • Unit 5, Pg. 218: Listening Activity: Jumbled Syllables
CL.F.p4.2a: Recognizes and produces rhyming words.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • 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
CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+/i/+/sh/= fish; or clapping or snapping out syllables apple= 2 claps).	<ul style="list-style-type: none"> • Syllable • Take Away Syllables 	<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. 186 Listening Activity: Hairy Syllables • Unit 5, Pg. 196 Listening Activity: I Spy Syllables • Unit 5, Pg. 218: Listening Activity: Jumbled Syllables

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness continued</i>		
<p>CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).</p>	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • Phoneme Segmentation • Blend Every Sound (Phonemes) • Blend Phonemes • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 4 Listening Activity: Action Words • Onset-Rime • 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/ • 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
<p>CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words (e.g., cat starts with /c/).</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<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
<i>Phonics and Word Recognition</i>		
<p>CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Blend Phonemes • Blend Every Sound • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/ • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/
<p>CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound 	<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

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics and Word Recognition continued</i>		
CL.F.p4.3b: Identifies own name in print.	<ul style="list-style-type: none"> Name Game 	<ul style="list-style-type: none"> Unit 1, Pg. 12 Alphabet Instruction Unit 1, Pg. 27 Letter Tile Names Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names Unit 1, Pg. 74 Name Magnets
CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.	<ul style="list-style-type: none"> Read With Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) Picture Story Words in Your World Power Words 	<ul style="list-style-type: none"> Story Time Activities Morning Meetings Dramatic Play Activities Music and Dance Activities
Writing		
<i>Text Types and Purposes</i>		
CL.W.p4.1: Uses a combination of drawing, dictating, or emergent writing to express thoughts and ideas.	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Trace 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Introduction, Pg. 17 Writing Center Journal Activities Unit 1, Pg. 82 Letters Make Words
<i>Production and Distribution of Writing</i>		
CL.W.p4.2: Recognizably writes a majority of the letters in their name.	<ul style="list-style-type: none"> Letter Trace Name Game 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Introduction, Pg. 17 Writing Center Journal Activities
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	<ul style="list-style-type: none"> Letter Trace Letters Make Words 	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> Unit 1, Pg. 38 Illustration Investigation

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Research to Build and Present Knowledge		
CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	<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?
CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge • Sum Up: Five Ws • Sum Up: Remember, Order 	<ul style="list-style-type: none"> • Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like?
Speaking and Listening		
Comprehension and Collaboration		
CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, 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
CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate grammar and conversation rules as characters develop ideas 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
CL.SL.p4.1b. Continues a conversation through multiple exchanges, staying on topic.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension and Collaboration continued</i>		
<p>CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> • Ask a Question • Look at Details • Sum Up: Five Ws • Describe Characters 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 6, Pg. 89 Storytelling Festival
<i>Presentation of Knowledge and Ideas</i>		
<p>CL.SL.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/ after) concepts to describe familiar people, places, things and events.</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Look at Details 	<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
<p>CL.SL.p4.4: Able to tell another person about what they have drawn.</p>	<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. 8 Art Center • Visual Arts Activities • Journal Activities
<p>CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.</p>	<p>Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.</p>	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Music and Dance Activities • Dramatic Play Activities • Introduction, Pg. 8 Art Center; Dramatic Play Center • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 187 Pathways in Space

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE STANDARDS		
Conventions of Standard English		
CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of standard English grammar as they communicate in complete sentences.	<ul style="list-style-type: none"> Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 75 Grown-up Manners
CL.LS.p4.1a: Prints some upper and lower-case letters (e.g., letters in their name).	<ul style="list-style-type: none"> Letter Pictures Letter Trace (Letter Picture Writing) Alphabet Introduction (Distinguish Letters) Similarities and Differences in Letters 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Introduction, Pg. 17 Writing Center Journal Activities
CL.LS.p4.1b: Uses frequently occurring nouns and verbs.	<ul style="list-style-type: none"> Songs: Nouns; Verbs Nouns Verbs 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can
CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"> Songs: Nouns; More Than One Plural Nouns 	
CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Sum Up: Five Ws 	<ul style="list-style-type: none"> Unit 7, Pg. 150 What Doesn't Belong?
CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> Song: Preposition Ship 	<ul style="list-style-type: none"> Unit 2, Pg. 254 Polly Put the Kettle On
CL.LS.p4.1f: Produces complete sentences in shared language activities.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Dramatic Play Activities Unit 5, Pg. 141 Language: Sentence Board Game

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conventions of Standard English <i>continued</i>		
<p>CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Letter Pictures • Letter Trace • Name That Letter Sound • Choose a Sound 	<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. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) • Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds
Vocabulary Acquisition and Use		
<p>CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)</p>	<p>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.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 155 Vertebrate Sort and Review
<p>CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.</p>	<ul style="list-style-type: none"> • Songs: Look for a Clue; Verbs • Rusty and Rosy’s Clues • Use a Clue • Words Tell About the Pictures • Picture Clues • Let’s Compare 	<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
<p>CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p>	<ul style="list-style-type: none"> • Songs: Verbs; Antonym Ant • Book: Opposites • Opposites 	<ul style="list-style-type: none"> • Unit 6, Pg. 42 Opposites and Letter Sound /o/ • Unit 6, Pg. 46 Listening Activity: Opposites Onset-Rime
<p>CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> • Song: Verbs 	<ul style="list-style-type: none"> • Unit 3, Pg. 368 Shades of Paint
<p>CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 155 Vertebrate Sort and Review • Journal Activities • Dramatic Play Activities • Center Activities

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS (M)		
Counting and Cardinality		
Know number names and the count sequence		
M.CC.p4.1: Counts in sequence to 30.	<ul style="list-style-type: none"> Counting Songs Number Songs Number Counting Number Instruction Order Numbers 	<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
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> Math Books Counting Songs Number Instruction Match Numbers Make and Count Groups One-to-One Correspondence 	<ul style="list-style-type: none"> Read and Write Number Activities
M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	<ul style="list-style-type: none"> Song: Counting On Count On 	<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. 160 Counting On Unit 5, Pg. 180 Arrange and Count 7
Count to tell the number of objects		
M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	<ul style="list-style-type: none"> Counting Songs Number Songs Number Counting Number Instruction Order Numbers One-to-One Correspondence Match Numbers Make and Count Groups 	<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
M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).	<ul style="list-style-type: none"> Counting Songs Number Songs Number Counting Number Instruction Order Numbers One-to-One Correspondence Match Numbers Make and Count Groups 	<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

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Count to tell the number of objects continued</i>		
M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Number Instruction • 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
M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Number Instruction • 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
M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Number Instruction • Match Numbers • One-to-One Correspondence 	<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
M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Math Books • Make and Count Groups • Number Counting • Order Numbers • Number Instruction • Number Practice • Match Numbers • Bug Bits • 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

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Compare Numbers		
<p>M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend’s names and indicates who has more or less)</p>	<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 • More Than • Fewer Than • Make and Count Groups 	<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
<p>M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items).</p>	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits 	<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
<p>M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).</p>	<ul style="list-style-type: none"> • Greater Than, Less Than • More Than, Fewer 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
Operations and Algebraic Thinking		
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from		
<p>M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).</p>	<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?
<p>M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.</p>	<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 2, Pg. 218 Group Five Pets • Unit 2, Pg. 226 Five Frame Match

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from <i>continued</i>		
<p>M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100's chart).</p>	<ul style="list-style-type: none"> • Songs: Train Station Patterns; Counting On • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC • Count On by 1 • Number Chart 	<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
Measurement and Data		
Describe and compare measurable attributes		
<p>M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).</p>	<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 • Big Little Animals • Large Small Toys 	<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
<p>M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has "more of "/ "less of " the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make Comparisons • Length • Big and Little • Tall and Short • Heavy and Light 	<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
Classify objects and count the number of objects in each category		
<p>M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than; All Sorts of Laundry • Books: For the Birds; Buttons, Buttons • Make and Count Groups • Make Comparisons • 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 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 7, Pg. 205 Healthy Eating

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Classify objects and count the number of objects in each category continued</i>		
M.MD.p4.4: Collects data by categories to answer simple questions.	<ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Calendar/Graph Weather 	<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
Geometry		
<i>Identify and describe shapes (squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)</i>		
M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	<ul style="list-style-type: none"> • Songs: Positioning; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Up in the Air • Books: The Shape of Things; Imagination Shapes • Position • Over, Under, Above, Below • Inside, Outside, Between • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Solid Shapes • World Shapes • Above, Below, Next to, On • First, Middle, Last 	<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
M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes 	<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



KANSAS EARLY LEARNING STANDARDS 2014

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Analyze, compare, create, and compose shapes		
<p>M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg 330 Circle Party • Unit 3, Pg. 348 Friday Story: The Perfect Square • Unit 3, Pg. 367 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
<p>M.G.p4.4: Creates shapes during play by building, drawing, etc.</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg 330 Circle Party • Unit 3, Pg. 348 Friday Story: The Perfect Square • Unit 3, Pg. 367 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
<p>M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>	<ul style="list-style-type: none"> • Tangrams <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg 330 Circle Party • Unit 3, Pg. 348 Friday Story: The Perfect Square • Unit 3, Pg. 367 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
SCIENCE (S)		
Motion & Stability: Forces & Interactions		
<p>S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).</p>	<ul style="list-style-type: none"> • Songs: Push and Pull; Gravity • Books: How Did the Chicken Cross the Road?; Up and Down; Mr. Mario’s Neighborhood • Push and Pull • Magnets 	<ul style="list-style-type: none"> • Unit 7, Pg. 141 Tool Workshop
<p>S.p4.2: Recognizes and describes the effect of his/her own actions on objects.</p>	<ul style="list-style-type: none"> • Songs: Push and Pull; Pollution Rap; Conservation • Push and Pull • Pollution and Recycling • Magnets 	<ul style="list-style-type: none"> • Unit 7, Pg. 141 Tool Workshop
Energy		
<p>S.p4.3: Demonstrates an understanding that the sun provides light and warmth.</p>	<ul style="list-style-type: none"> • Song: Sun Blues • Sun 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 245 Can an Earthworm Tell if it’s Hot or Cold?

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
From Molecules to Organisms: Structures & Processes		
S.p4.4: Asks /answers questions about objects, organisms and events in their environments.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
S.p4.5: Understands and is able to explain why plants and animals need air, food and water.	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants; Water • Books: Mela’s Water Pot; Everybody Needs to Eat • Plants • Water • Food From Plants 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 363 Seed Investigation
Earth’s Systems		
S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).	<ul style="list-style-type: none"> • Songs: Precipitation; Seasons • Books: Whatever the Weather; That’s What I Like, a Book About Seasons • Weather • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 244 Weather Report
S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons.	<ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter 	<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
S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Earth & Human Activity		
S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	<ul style="list-style-type: none"> • Song: Four Ecosystems • Deserts • Mountains • Oceans • Rainforests 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 316 Plant Parts • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Food From Plants • Natural Resources 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2
S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/ accessories (e.g., boots, mittens, rain coat).	<ul style="list-style-type: none"> • Song: Precipitation • Book: Whatever the Weather 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water 	
SOCIAL STUDIES (SS)		
Government		
SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	<p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults 	<ul style="list-style-type: none"> • Unit 3, Pg. 326 We All Have Jobs • Unit 3, Pg. 328 Dramatic Play: Fire Station • Unit 3, Pg. 330 Circle Party • Unit 3, Pg. 343 Which Hat is Best? • Unit 5, Pg. 246 Library Field Trip

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Economics		
SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available).		<ul style="list-style-type: none"> Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully Unit 7, Pg. 184 Consequence Game Unit 7, Pg. 186 Journal Prompt: My Good Choice
SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	<ul style="list-style-type: none"> Books: Bugs For Sale; Follow the Apples 	<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Geography		
SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, here/there).	<ul style="list-style-type: none"> Songs: Positioning; Get Over the Bugs; Monster Trucks Book: Up in the Air Position First, Middle, Last Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through 	<ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 225 Where We Are Unit 2, Pg. 229 Top, Beside, Bottom Unit 4, Pg. 28 Classroom Block Play
SS.p4.5: Creates simple “maps” or drawings of familiar places.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Dramatic Play Activities Introduction, Pg. 9 Block Center Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	<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
SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).	<ul style="list-style-type: none"> Song: Seasons Books: Whatever the Weather; That’s What I Like: A Book About Seasons Spring Summer Fall Winter 	<ul style="list-style-type: none"> Unit 7, Pg. 233 Precipitation Unit 7, Pg. 243 What Should I Wear? Unit 7, Pg. 244 Weather Report

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geography <i>continued</i>		
SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 3, Pg. 347 Where Does Our Water Come From?
Kansas, United States, & World History		
SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	<p>Resources:</p> <ul style="list-style-type: none"> • Rusty and Rosy Coloring Pages • Holiday Coloring Pages 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival
SS.p4.10: Names city and state where he/she lives.	<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
SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	<ul style="list-style-type: none"> • Calendar • Today • Yesterday/Tomorrow 	<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 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Schedule
CREATIVE ARTS (CA)		
Dance		
CA.p4.1: Physical: CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.	<ul style="list-style-type: none"> • Body Parts <p>Resources:</p> <ul style="list-style-type: none"> • Body Apron Pattern • Body Parts Cards 	<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 7, Pg. 238 Surfing the Waves
CA.p4.1b: Skips, slides, leaps.		<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 122 Obstacle Course

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Dance continued</i>		
CA.p4.2: Responding: CA.p4.2a: Dances to music with varying tempos.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 5, Pg. 151 Dinosaur Stomp • Unit 5, Pg. 183 Flight of the Bumblebee
CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 2, Pg. 233 Mambo Moves • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 5, Pg. 151 Dinosaur Stomp
CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.		<ul style="list-style-type: none"> • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 122 Obstacle Course
CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	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. 98 Dramatic Play: Music Shop • Unit 6, Pg. 53 Floating Robots
CA.p4.3: Creating: CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Picture Books 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 2, Pg. 233 Mambo Moves • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 5, Pg. 151 Dinosaur Stomp • Unit 5, Pg. 183 Flight of the Bumblebee
CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 2, Pg. 233 Mambo Moves • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 5, Pg. 151 Dinosaur Stomp • Unit 5, Pg. 183 Flight of the Bumblebee

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Dance <i>continued</i>		
CA.p4.4: Understanding: CA.p4.4a: Able to listen and carry out instruction.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
CA.p4.4b: Able to create movement and discovery.	<ul style="list-style-type: none"> Book: Movin' to the Music Time Baby's Ballet Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> Hi! Notes 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 2, Pg. 233 Mambo Moves Unit 3, Pg. 365 Animal Beat Unit 4, Pg. 117 Giraffes Can Dance! Unit 5, Pg. 151 Dinosaur Stomp Unit 5, Pg. 183 Flight of the Bumblebee
Music		
CA.p4.5: Physical: CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	<ul style="list-style-type: none"> Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> Hi! Notes 	<ul style="list-style-type: none"> Unit 1, Pg. 36 Jump Up and Down Transition Unit 1, Pg. 96 Friendly Musical Chairs Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 175 Dancing With Props Unit 2, Pg. 233 Mambo Moves Unit 3, Pg. 304 Farmer Mash Unit 4, Pg. 117 Giraffes Can Dance!
CA.p4.6: Responding: CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.	<ul style="list-style-type: none"> Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> Hi! Notes 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 2, Pg. 233 Mambo Moves Unit 3, Pg. 365 Animal Beat Unit 4, Pg. 117 Giraffes Can Dance! Unit 5, Pg. 151 Dinosaur Stomp Unit 5, Pg. 183 Flight of the Bumblebee
CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program. Children are often asked to sing along.	<ul style="list-style-type: none"> Unit 1, Pg. 26 Singing the Alphabet
CA.p4.7: Creating: CA.p4.7a: Creates own songs and movements, includes musical instruments.	<ul style="list-style-type: none"> Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> Hi! Notes 	<ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 6, Pg. 22 Find the Beat Unit 6, Pg. 86 Drum Craft Unit 7, Pg. 215 Chicka Chicka Boom Boom Program Unit 7, Pg. 235 Rain Sticks

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Music continued</i>		
CA.p4.7b: Vocalizes and uses instruments in more complex music/ songs.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 6, Pg. 22 Find the Beat • Unit 6, Pg. 86 Drum Craft • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Unit 7, Pg. 235 Rain Sticks
CA.p4.8: Understanding: CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 5, Pg. 188 Insect Walking Sounds
CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop
<i>Acting/Theater</i>		
CA.P4:9: Physical: CA.p4.9a: Takes a role in acting out a story.	<ul style="list-style-type: none"> • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities
CA.p4.9b: Creates dialogue specific to a type of character.	<ul style="list-style-type: none"> • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities
CA.p4.10: Responding: CA.p4.10a: Anticipates story plot and structure of story.	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Story Time Activities
CA.p4.10b: Assumes roles in dramatic play situations.	<ul style="list-style-type: none"> • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities
CA.p4.10c: Interacts with others in listening and responding in dramatic role.	<ul style="list-style-type: none"> • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Acting/Theater continued</i>		
CA.p4.10d: Demonstrates feelings with body and voice.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Papa’s Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<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
CA.p4.11: Creating: CA.p4.11a: Dictates a story.	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"> • Unit 3, Pg. 318 Growing Into a Good Audience • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things • Unit 6, Pg. 90 Thank You Notes for the Storytellers
CA.p4.11b: Repeats dialogue and movement to tell a story.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 208 Program Rehearsal
CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue.	<ul style="list-style-type: none"> • Papa’s Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities
CA.p4.11d: Uses costumes to create character with dialogue.	<ul style="list-style-type: none"> • Papa’s Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CA.p4.11f: Uses props/objects in creative ways to promote and create story.	<p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CA.p4.12: Understanding: CA.p4.12a: Retells 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 	<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

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Acting/Theater <i>continued</i>		
CA.p4.12b: Uses imagination to create dramatic roles.	Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Introduction, Pg. 16 Sensory Table • Unit 2, Pg. 175 Dancing with Props • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CA.p4.12d: Critiques drama experiences and find meaning/moral in story.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Visual Arts		
CA.p4.13: Physical: CA.p4.13a: Uses a variety of materials to create art.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 1, Pg. 38 Eric Carle Paintings • Unit 7, Pg. 139 Painting My Feelings
CA.p4.13b: Shows skill with scissors.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 3, Pg. 314 Cutting Shapes • Unit 4, Pg. 43 Capital Letter Scrapbook
CA.p4.14: Responding: CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing.	<ul style="list-style-type: none"> • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Eric Carle Paintings • Unit 3, Pg. 368 Shades of Paint • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk
CA.p4.14b: Drawings suggest real life.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk
CA.p4.14c: Drawings becoming better defined, more detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 6, Pg. 58 Journal Prompt: My Great Idea • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Visual Arts continued</i>		
CA.p4.15: Creating: CA.p4.15a: Tells stories/works out problems with drawings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 6, Pg. 58 Journal Prompt: My Great Idea • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement
CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Eric Carle Paintings • Unit 3, Pg. 361 Fire Painting • Unit 3, Pg. 368 Shades of Paint • Unit 7, Pg. 139 Painting My Feelings
CA.p4.16: Understanding: CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.	<ul style="list-style-type: none"> • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 38 Illustration Investigation • Unit 3, Pg. 368 Shades of Paint • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk
CA.p4.16b: Discusses own artistic creations and those of others.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 38 Illustration Investigation • Unit 3, Pg. 368 Shades of Paint • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk

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

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

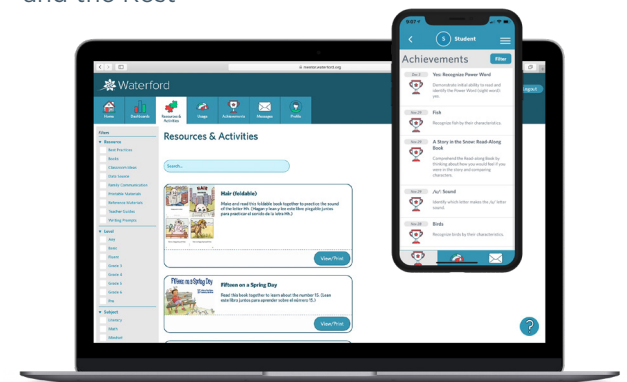
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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