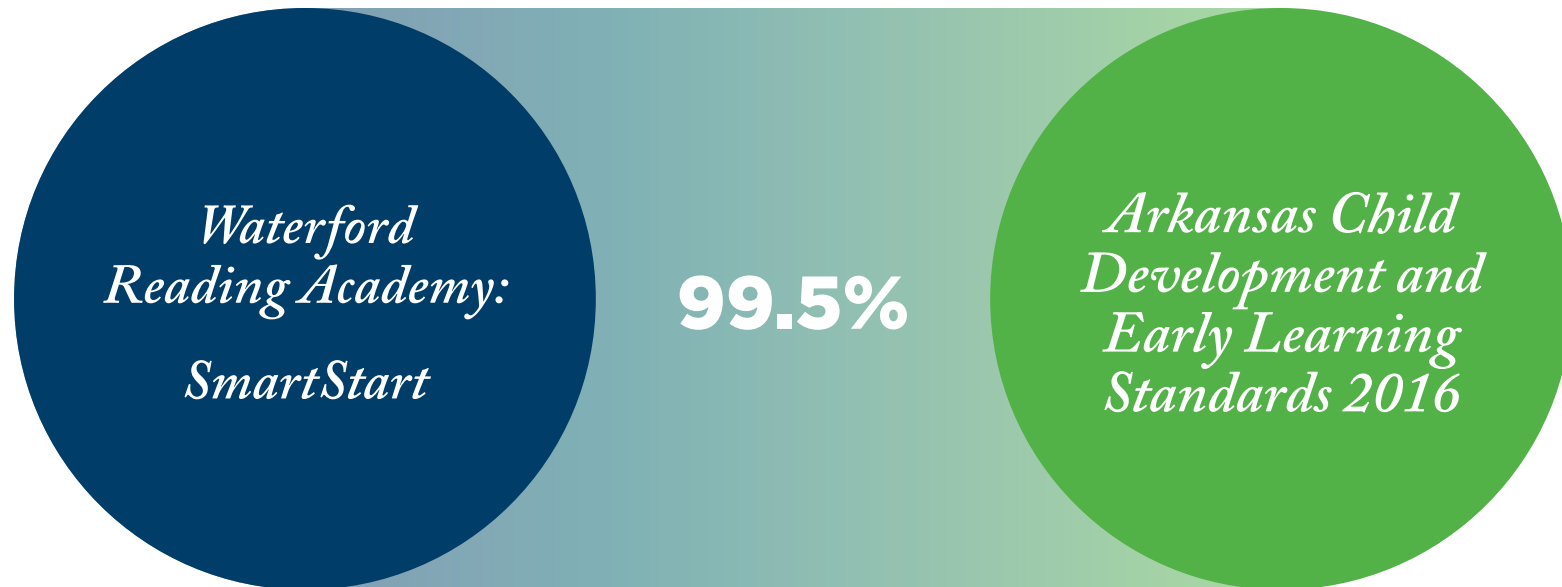


# CURRICULUM *Correlation*



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

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| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES *   |
|---|--|---|
| <b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>   |  |   |
| <b>SE1. RELATIONSHIPS WITH OTHERS</b>   |  |   |
| <b>SE1.1 Forms trusting relationships with nurturing adults</b>   |  |   |
| Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being   | <ul style="list-style-type: none"> <li>Papa's Thumb</li> <li>Noisy Children</li> <li>Lost Keys</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 33 Reflection and Dismissal</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>   |
| Separates from primary caregivers with minimal distress when with other familiar and trusted adults   |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 22 Arrival and Toy Time</li> <li>Unit 1, Pg. 33 Reflection and Dismissal</li> </ul>   |
| <b>SE1.2 Interacts with peers</b>   |  |   |
| Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time                             | <ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>   |
| Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)  | <ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> </ul>   | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>  |
| Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul> |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING</b>   |  |  |
| <b>SE2.1 Experiences, expresses, and regulates a range of emotions</b>   |  |  |
| Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others | <ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> </ul>     | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I Feel...</li> </ul>  |
| Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms   | <ul style="list-style-type: none"> <li>• Squirrel's Blocks</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>                         | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>   |
| Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)                                   | <ul style="list-style-type: none"> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</li> <li>• Noisy Children</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>  |
| <b>SE2.2 Interprets and responds to the feelings of others</b>   |  |  |
| Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)                         | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Papa's Thumb</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul> |
| Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• It's Not Fair!</li> <li>• Boo Hoo Baby</li> </ul>         | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|--|--|---|
| <b>SE2.2 Interprets and responds to the feelings of others <i>continued</i></b>  |  |   |
| Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down") | <ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>                    |
| <b>SE3. SELF-AWARENESS AND SELF-CONCEPT</b>  |  |   |
| <b>SE3.1 Shows awareness of self as unique individual</b>  |  |   |
| Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")   | <ul style="list-style-type: none"> <li>Book: Grandpa's Great Athlete</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 2, Pg. 176 Smell Survey</li> <li>Unit 3, Pg. 350 Friday Story: The Perfect Square</li> </ul>   |
| Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")  |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>  |
| <b>SE3.2 Demonstrates competence and confidence</b>  |  |   |
| Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)                                      | <ul style="list-style-type: none"> <li>Book: Grandpa's Great Athlete</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 80 Pairs</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 243 What Should I Wear?</li> </ul> |
| Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively  | <ul style="list-style-type: none"> <li>Books: Tortillas, Tortillas; Grandpa's Great Athlete</li> </ul>                       | <ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 7, Pg. 246 I Know</li> </ul>   |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| <b>COGNITIVE DEVELOPMENT</b>  |  |   |
| <b>CD1. APPROACHES TO LEARNING</b>  |  |   |
| <b>CD1.1 Shows curiosity and a willingness to try new things</b>  |  |   |
| Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults  | <ul style="list-style-type: none"> <li>Science Investigation</li> <li>Magnets</li> <li>Materials</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 16 Science Center</li> <li>Unit 3, Pg. 337 Exploring Water</li> <li>Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> </ul>   |
| Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”) | <ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> <li>Build Knowledge</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> <li>Unit 7, Pg. 150 What Doesn’t Belong?</li> </ul>   |
| Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging  | <ul style="list-style-type: none"> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Magnets</li> <li>Materials</li> </ul>   | <ul style="list-style-type: none"> <li>Activity Centers</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul> |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>CD1.2 Shows persistence in approaching tasks</b>   |   |   |
| Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)   | Individual student responses determine the activity variations they will encounter that provide numerous opportunities for practice and review in Waterford Early Learning. Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>  |
| Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task | Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instructions.   | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Story Time Activities</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>  |
| Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)   | Children build persistence with scaffolded instruction and guided assistance throughout each activity in Waterford Early Learning.  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> <li>Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul> |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <b>CD2. EXECUTIVE FUNCTION</b>  |  |  |
| <b>CD2.1 Focuses and sustains attention</b>   |  |  |
| Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions  | Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task.  | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Story Time Activities</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul> |
| Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)                | Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task.  | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Story Time Activities</li> </ul>                               |
| Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)               | <ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Read-Along Books</li> <li>Informational Books</li> </ul> (See titles at end of document.) | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> </ul>  |
| Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver) |  | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 36 Jump Up and Down Transition</li> </ul>  |



| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|--|--|---|
| <b>CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts</b>  |  |   |
| Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)  |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>   |
| Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults  |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>                                    |
| Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses "outside voice" when on playground, but uses "walking feet" and "inside voice" in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to) |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>                |
| Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during "Simon Says"; sorts objects by color and then by shape when prompted)  | Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following detailed, multi-step directions. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; Smart Start Orientation</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 7, Pg. 249 Simon Says Blending</li> </ul> |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>CD2.3 Regulates impulses and behaviors</b>  |  |  |
| Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it) | Waterford Early Learning's Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose." | <ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> <li>Unit 4, Pg. 80 Waiting Game</li> </ul>  |
| Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)                               | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 80 Waiting Game</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>   |
| <b>CD2.4 Holds and manipulates information in memory</b>   |  |  |
| Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like "What's Missing"; plays simple memory matching card games)   | <ul style="list-style-type: none"> <li>Memorization Skills</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>   |
| Remembers and follows multi-step directions (e.g., "Push in your chair, throw away your trash, and then join us for circle time"; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support   | Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following detailed, multi-step directions.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul> |
| Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher's question long enough to respond after waiting for peers to share their comments)                   |  | <ul style="list-style-type: none"> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|--|--|---|
| <b>CD2.4 Holds and manipulates information in memory <i>continued</i></b>  |  |   |
| Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)                             |  | <ul style="list-style-type: none"> <li>Center Activities</li> </ul>   |
| Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence  | <ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Read-Along Books</li> <li>Informational Books</li> </ul> (See titles at end of document.) | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>   |
| <b>CD3. LOGIC AND REASONING</b>  |  |   |
| <b>CD3.1 Uses reasoning and planning ahead to solve problems and reach goals</b>   |  |   |
| Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)  | Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  | <ul style="list-style-type: none"> <li>Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul> |
| Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper) |  | <ul style="list-style-type: none"> <li>Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
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| <b>CD3.1 Uses reasoning and planning ahead to solve problems and reach goals <i>continued</i></b>  |   |   |
| Talks out loud to self (self-talk) during play (e.g., says “I need all the red pieces. Here’s another one...doesn’t fit...turn it this way” while putting together a puzzle; “I’m the mommy, so I’m going to feed the baby then go to work” while playing alone in the dramatic play area)                 |   | <ul style="list-style-type: none"> <li>Center Activities</li> </ul>   |
| Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”) | <ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> </ul>  | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> </ul> |
| <b>CD3.2 Engages in symbolic and abstract thinking</b>   |   |   |
| Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions                                   |   | <ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 198 Program Decorations</li> </ul>   |
| Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings   | <ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Number Instruction</li> <li>Letter Picture Writing</li> <li>Distinguish Letters (Alphabet Introduction)</li> <li>Perfect Present</li> <li>Baby’s Ballet</li> </ul> | <ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center; Pg. 17 Writing Center</li> <li>Visual Arts Activities</li> <li>Journal Activities</li> </ul>   |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>CD3.2 Engages in symbolic and abstract thinking <i>continued</i></b>  |  |  |
| With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced) | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Story Time Activities</li> </ul>   |
| <b>PHYSICAL DEVELOPMENT AND HEALTH</b>   |  |  |
| <b>PH1. GROSS MOTOR</b>  |  |  |
| <b>PH1.1 Demonstrates locomotor skills</b>   |  |  |
| Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)   |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 178 Fox In a Box</li> </ul> |
| Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet  |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul>                      |
| Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements   |  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>  |
| Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease  |  | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 203 Spring Gallop!</li> </ul>           |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES   |
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| <b>PH1.2 Shows stability and balance</b>   |                             |   |
| Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)                                   |                             | <ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>                            |
| Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence  |                             | <ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> </ul> |
| Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing |                             | <ul style="list-style-type: none"> <li>Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>                |
| Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a "river" made from two ropes taking off with one foot and landing on the other)                       |                             | <ul style="list-style-type: none"> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>  |
| <b>PH1.3 Demonstrates gross-motor manipulative skills.</b>   |                             |   |
| Catches balls or other objects of any size with both hands, with arms bent   |                             | <ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>  |
| Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through   |                             | <ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>  |
| Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim  |                             |   |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
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| <b>PH1.3 Demonstrates gross-motor manipulative skills <i>continued</i>.</b>   |   |   |
| Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs   |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>  |
| <b>PH2. FINE MOTOR</b>  |   |   |
| <b>PH2.1 Demonstrates fine-motor strength, control, and coordination</b>  |   |   |
| Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)             | The daily use of a touch pad or mouse develops eye-hand coordination. | <ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center; Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>Visual Arts Activities</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 1, Pg. 132 Erasing Mistakes</li> <li>Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul> |
| Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads) | The daily use of a touch pad or mouse develops dexterity.             | <ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center; Pg. 16 Sensory Table</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>   |
| Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes)   |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>PH2.2 Adjusts grasp and coordinates movements to use tools</b>  |  |   |
| Use eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife   |  | <ul style="list-style-type: none"> <li>• Snack Activities</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>   |
| Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals              | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Number Instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 56 Writing Capital Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>   |
| Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures   |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>  |
| Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 16 Science Center; Sensory Table</li> <li>• Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul> |



| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <b>PH3. HEALTH AND WELL-BEING</b>  |   |  |
| <b>PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices</b>   |   |  |
| Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)  |   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>Unit 1, Pg. 58 Cooking Apples Center</li> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 5, Pg. 243 Worm Cups</li> </ul>  |
| Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)                                      | <ul style="list-style-type: none"> <li>Songs: Food From Plants; Health</li> <li>Healthy Food</li> <li>Food From Plants</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 3, Pg. 373 Farm to Table</li> <li>Unit 7, Pg. 205 Healthy Eating</li> <li>Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>   |
| Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious  | <ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>  |
| <b>PH3.2 Shows awareness of safe behavior</b>  |   |  |
| Identifies, avoids, and alerts others to danger and seeks and accepts adults’ help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first) |   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul> |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>PH3.2 Shows awareness of safe behavior <i>continued</i></b>   |  |   |
| Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here.") |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 6, Pg. 117 Digital Safety</li> </ul>  |
| <b>PH3.3 Engages in a variety of developmentally appropriate physical activities</b>   |  |   |
| Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring   | <ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>Dance and Movement Activities</li> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 203 Spring Gallop!</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul> |
| Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)  | <ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: Ae All Exercise</li> <li>Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>   |
| Shows increasing understanding of the physical benefits of exercise (e.g., "Running is good for my body," "Mom said helping her carry in groceries made my arm muscles stronger")  | <ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <b>PH3.4 Takes appropriate actions to meet basic needs</b>   |   |  |
| Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)          |   | <ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> <li>Unit 5, Pg. 186 Journal Prompt: I Got Help When...</li> </ul>  |
| Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults   |   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> <li>Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> <li>Unit 7, Pg. 243 What Should I Wear?</li> </ul> |
| Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)                                      | <ul style="list-style-type: none"> <li>Song: Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 1, Pg. 16 Snack</li> <li>Unit 6, Pg. 76 Germs Make People Sick</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>     |
| Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling | <ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul>                          | <ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 54 Germs</li> <li>Unit 6, Pg. 76 Germs Make People Sick</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>     |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>LANGUAGE DEVELOPMENT</b>  |  |  |
| <b>LD1. RECEPTIVE LANGUAGE</b>   |  |  |
| <b>LD1.1 Understands and responds to language (in child's home language)</b>   |  |  |
| Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts (e.g., when playing "doctor" brings another child a stethoscope when he or she asks for it) |  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Dramatic Play Activities</li> <li>• Vocabulary</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>   |
| Responds to increasingly complex "Who," "What," "Why," and "Where" questions   |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 7, Pg. 150 What Doesn't Belong?</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul> |
| Follows increasingly more detailed, multi-step directions (e.g., "Please put away your markers, put your picture in your cubby, and join us on the carpet")  | Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following detailed, multi-step directions. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review; Handwashing and Snack</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>   |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <b>LD2. EXPRESSIVE LANGUAGE</b>   |   |  |
| <b>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)</b>   |   |  |
| Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions       | <ul style="list-style-type: none"> <li>• Song: Positioning</li> <li>• Vocabulary Introduction</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 246 I Know</li> </ul> |
| Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses                             |   | <ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>   |
| Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence) |   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>  |
| Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words                                 | Waterford Early Learning introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.  | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 144 Mixing Potions</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>   |

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| <b>LD3. COMMUNICATION SKILLS</b>   |  |   |
| <b>LD3.1 Communicates using social and conversational rules</b>  |  |   |
| Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics | Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences. | <ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>  |
| With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings  | Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>   |
| <b>LD4. English Language Development</b>   |  |   |
| LD4.1 Demonstrates progress in attending to, understanding, and responding to English  | Waterford Early Learning develops children's vocabulary and asks them to respond orally, sing along with songs, and follow directions.   | <ul style="list-style-type: none"> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 17 Listening Song</li> <li>Unit 6, Pg. 45 My Brain Is Always Growing</li> <li>Unit 6, Pg. 102 Dramatic Play: Sailing Ships</li> <li>Unit 7, Pg. 151 How to Wash My Bear</li> </ul> |
| LD4.2 Demonstrates progress in speaking and expressing self in English   | ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.   | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>  |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>EMERGENT LITERACY</b>  |  |  |
| <b>EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS</b>   |  |  |
| <b>EL1.1 Shows interest in literacy experiences</b>   |  |  |
| Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Letter Picture Writing</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center; Pg. 17 Writing Center</li> <li>• Story Time Activities</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul> |
| Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)  | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| <b>EL1.2 Engages in read-alouds and conversations about books and stories</b>   |  |  |
| With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experience   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Predicting</li> <li>• What Comes Next?</li> </ul>                       | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>   |
| Pretends to read, describing what is happening and using some language from the book with pictures as cues  | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Picture Clues</li> <li>• Picture Story</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>EL1.2 Engages in read-alouds and conversations about books and stories <i>continued</i></b>   |  |   |
| Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships                                     | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> </ul>  |
| Demonstrates knowledge from informational texts in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day.") | <ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Science Books<br/>(See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>  |
| <b>EL2. PHONOLOGICAL AWARENESS</b>   |  |   |
| <b>EL2.1 Notices and manipulates the sounds of language</b>  |  |   |
| Decides whether two words rhyme  | <ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul> |
| Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")  | <ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>  |
| Shows awareness of separate words in sentences   | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center; Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 55 Morning Message</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>   |



| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>EL2.1 Notices and manipulates the sounds of language <i>continued</i></b>  |  |  |
| Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language) with decreasing need for modeling or visual supports | <ul style="list-style-type: none"> <li>Blend Individual Phonemes</li> <li>Blend Every Sound</li> <li>Blending Dragon</li> <li>Blending Riddles</li> <li>Stick 'n' Spell</li> </ul>                     | <ul style="list-style-type: none"> <li>Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> <li>Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul> |
| <b>EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS</b>  |  |  |
| <b>EL3.1 Responds to features of books and print</b>  |  |  |
| Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills              | <ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Decodable Books</li> <li>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>   |
| Knows some features of a book (e.g., title, author, illustrator)  | <ul style="list-style-type: none"> <li>Print Directionality Introduction</li> </ul>  | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>   |
| Shows understanding that print carries a message and can represent spoken language  | <ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Letters Make Words</li> <li>Words Tell About the Pictures</li> </ul>                                      | <ul style="list-style-type: none"> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 35 Morning Message</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>   |
| Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)                        | <ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Letters Make Words</li> <li>Words Tell About the Pictures</li> </ul>                                      | <ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</b>   |  |   |
| Recognizes and names an increasing number of letters correctly, especially those in own name   | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• What's Your Name?</li> <li>• Hidden Letters</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>                            |
| Produces the correct sounds for an increasing number of letters  | <ul style="list-style-type: none"> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound</li> <li>• Sound Room</li> </ul>   | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul> |
| Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks "How do you spell fish?")       | <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Letter Sound</li> <li>• Blend Every Sound</li> <li>• Blend Individual Phonemes</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul>  |
| <b>EL3.3 Demonstrates emergent writing skills</b>  |  |   |
| Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Print Concepts</li> <li>• Print Directionality Introduction</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>   |
| Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces      | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Look, Listen, and Match</li> </ul>      | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>   |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>EL3.3 Demonstrates emergent writing skills <i>continued</i></b>  |  |   |
| Writes an increasing number of letters correctly, especially those in own name  | <ul style="list-style-type: none"> <li>Letter Picture Writing</li> <li>What's Your Name?</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>   |
| Writes first name with or without mistakes  | <ul style="list-style-type: none"> <li>Letter Picture Writing</li> <li>What's Your Name?</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>   |
| Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)   | <ul style="list-style-type: none"> <li>Mama Squirrel's Sound Song</li> <li>Letter Sound</li> <li>Letter Picture Writing</li> <li>Initial Sound</li> <li>Final Sound</li> </ul>                                 | <ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>   |
| <b>MATHEMATICAL THINKING</b>  |  |   |
| <b>MT1. NUMBER CONCEPTS AND OPERATIONS</b>  |  |   |
| <b>MT1.1 Demonstrates number sense and an understanding of quantity</b>   |  |   |
| Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range  | <ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Order Numbers</li> <li>Counting Puzzle</li> </ul>  | <ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 4, Pg. 102 Read and Write 6</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> <li>Unit 5, Pg. 248 Read and Write 9</li> </ul> |
| Names what number comes after another number with decreasing need to count up from one (e.g., When asked "What comes after four?" immediately says "Five" instead of "One, two, three, four, five...five!") | <ul style="list-style-type: none"> <li>Song: Counting On</li> <li>Count On</li> <li>Order Numbers</li> <li>Number Counting</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 3, Pg. 271 What Comes Next?</li> <li>Unit 5, Pg. 160 Counting On</li> <li>Unit 6, Pg. 19 Quantities to 9</li> </ul>   |
| Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)                             | <ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Make and Count Groups</li> <li>Greater Than, Less Than</li> <li>More Than</li> <li>Fewer Than</li> </ul> | <ul style="list-style-type: none"> <li>Unit 6, Pg. 8 Greater Than</li> <li>Unit 6, Pg. 71 Less Than</li> <li>Unit 6, Pg. 105 Quantities to 10</li> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>  |

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| <b>MT1.1 Demonstrates number sense and an understanding of quantity <i>continued</i></b>   |  |   |
| Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)   | <ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>One-to-One Correspondence</li> <li>Make and Count Groups</li> <li>Match Numbers</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 5 Attendance</li> <li>Unit 2, Pg. 261 Make One More</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul> |
| Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)                       | <ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Bug Bits</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>  |
| Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)  | <ul style="list-style-type: none"> <li>Math Books<br/>(See titles at end of document.)</li> <li>Number Instruction</li> <li>Match Numbers</li> </ul>                               | <ul style="list-style-type: none"> <li>Introduction, Pg. 12 Math Center</li> <li>Read and Write Number Activities</li> </ul>  |
| Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”) | <ul style="list-style-type: none"> <li>Song: Zero Is a Big Round Hole</li> <li>Book: Zero In My Toy Box</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 4, Pg. 70 Introduce and Count Zero</li> <li>Unit 4, Pg. 81 Read and Write Zero</li> </ul>   |
| Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)   | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>One-to-One Correspondence</li> <li>Make and Count Groups</li> <li>Match Numbers</li> </ul>                      | <ul style="list-style-type: none"> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 2, Pg. 261 Make One More</li> </ul>   |

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| <b>MT1.2 Explores combining and separating groups (numerical operations)</b>  |  |   |
| Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)                               | <ul style="list-style-type: none"> <li>Songs: Addition; On the Bayou; Pirates Can Add; Subtract Those Cars; Bakery Subtraction; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Add Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul> | <ul style="list-style-type: none"> <li>Unit 2, Pg. 252 Fine One More</li> <li>Unit 6, Pg. 83 Ten Frame Game</li> <li>Unit 7, Pg. 229 Build One Less</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>            |
| Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)  | <ul style="list-style-type: none"> <li>Songs: Addition; On the Bayou; Pirates Can Add</li> <li>Add Groups</li> <li>Act Out Addition</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 83 Ten Frame Game</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>   |
| Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”) | <ul style="list-style-type: none"> <li>Songs: Subtract Those Cars; Bakery Subtraction; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Act Out Subtraction</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 12 Math Center</li> <li>Introduce and Count Number Activities</li> <li>Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>Unit 6, Pg. 83 Ten Frame Game</li> </ul> |
| Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)   |  | <ul style="list-style-type: none"> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
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| <b>MT2. ALGEBRAIC THINKING</b>   |   |   |
| <b>MT2.1 Uses classification and patterning skills</b>   |   |   |
| Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)   | <ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Size</li> <li>Order Size</li> <li>Sort</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 3, Pg. 340 Sort It Out</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul> |
| Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)  | <ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern: AB; ABB; ABC</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 4, Pg. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>  |
| Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green)                            | <ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern: AB; ABB; ABC</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 4, Pg. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>  |
| <b>MT3. MEASUREMENT AND COMPARISON</b>   |   |   |
| <b>MT3.1 Participates in exploratory measurement activities and compares objects</b>   |   |   |
| Measures attributes of (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity | <ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 170 Exploring Weight</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>  |

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| <b>MT3.1 Participates in exploratory measurement activities and compares objects <i>continued</i></b>  |  |   |
| Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects) | <ul style="list-style-type: none"> <li>Length</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> </ul>                              |
| Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)  | <ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest; Big Small Song</li> <li>Size</li> <li>Order Size</li> <li>Large Small Toys</li> <li>Big Little Animals</li> <li>Big and Little</li> <li>Tall and Short</li> <li>Heavy and Light</li> <li>Make Comparisons</li> </ul> | <ul style="list-style-type: none"> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 147 Charting Weight</li> </ul> |
| Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare   | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 4, Pg. 102 Read and Write 6</li> <li>Unit 6, Pg. 29 Arrange and Count 9</li> </ul>              |
| Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)                          | <ul style="list-style-type: none"> <li>Order Size</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 2, Pg. 243 Central Park Board Game</li> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 199 Volume</li> </ul>                                   |

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| <b>MT4. GEOMETRY AND SPATIAL SENSE</b>   |  |   |
| <b>MT4.1 Explores and describes shapes and spatial relationships</b>   |  |   |
| Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides) | <ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides; Marmot Shapes</li> <li>Book: Imagination Shapes</li> <li>Simple Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> <li>Solid Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Oval, Star, Semicircle, Diamond, Octagon</li> </ul> | <ul style="list-style-type: none"> <li>Unit 3, Pg. 289 Rectangles and Squares</li> <li>Unit 3, Pg. 299 Triangles</li> <li>Unit 3, Pg. 320 Circles</li> <li>Unit 3, Pg. 377 Shape Hunt</li> </ul>  |
| Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)          | <ul style="list-style-type: none"> <li>Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>Book: Up in the Air</li> <li>Position</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> <li>Inside, Outside, Between</li> <li>First, Middle, Last</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>  |
| Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part  | <ul style="list-style-type: none"> <li>Geoboard</li> <li>Tangrams</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 3, Pg. 310 Make a Triangle</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 3, Pg. 351 Making Shapes</li> <li>Unit 3, Pg. 368 Shapes Mural</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul> |



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| <b>MT4.1 Explores and describes shapes and spatial relationships <i>continued</i></b>   |   |   |
| Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes | <ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>  |
| <b>SCIENCE AND TECHNOLOGY</b>   |   |   |
| <b>ST1. SCIENTIFIC PRACTICES</b>  |   |   |
| <b>ST1.1 Engages in the scientific process to collect, analyze, and communicate information</b>   |   |   |
| Asks questions about the world (e.g., “What do plants need to grow?”) and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)  | <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Plants</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul> |
| Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)  | <ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>  |
| Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)  | <ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Science Investigation</li> <li>• Solid and Liquid</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> </ul>  |

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| <b>ST1.1 Engages in the scientific process to collect, analyze, and communicate information <i>continued</i></b>  |   |   |
| Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”) | <ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 3, Pg. 365 Seed Investigation</li> <li>Unit 4, Pg. 86 Fish Investigation</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul> |
| With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)   | <ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Calendar/Graph Weather</li> </ul> | <ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 316 Plant Parts</li> <li>Unit 3, Pg. 365 Seed Investigation</li> <li>Unit 4, Pg. 18 Bone Exploration</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>         |
| <b>ST2. KNOWLEDGE OF SCIENCE CONCEPTS</b>   |   |   |
| <b>ST2.1 Demonstrates knowledge of core science ideas and concepts</b>  |   |   |
| With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)  | <ul style="list-style-type: none"> <li>Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>My Family</li> <li>Observe a Simple System</li> </ul>           | <ul style="list-style-type: none"> <li>Introduction, Pg. 16 Science Center; Sensory Table</li> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> <li>Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>   |
| Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can’t)  | <ul style="list-style-type: none"> <li>Birds</li> <li>Plants</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 337 Exploring Water</li> <li>Unit 4, Pg. 14 Vertebrates Have Bones</li> <li>Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> </ul>  |

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| <b>ST2.1 Demonstrates knowledge of core science ideas and concepts <i>continued</i></b>   |   |   |
| Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)                              | <ul style="list-style-type: none"> <li>• Songs: Precipitation; I Am Part of All I See; Conservation</li> <li>• Books: That's What I Like: A Book About Seasons; What Is a Cloud?</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 279 Shadow Theater</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul> |
| Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree) | <ul style="list-style-type: none"> <li>• Song: Plants Are Growing</li> <li>• Mammals</li> <li>• Amphibians</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> </ul>   |

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| <b>ST3. KNOWLEDGE OF SCIENCE CONTENT</b>   |  |   |
| <b>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</b>   |  |   |
| With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales) | <ul style="list-style-type: none"> <li>• Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates</li> <li>• Plant or Animal</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Invertebrates</li> <li>• Plants</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul> |
| Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)   | <ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Seasons</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> </ul>   |
| With adult support describes characteristics that define living things (e.g., breathes, moves, grows)  | <ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>  |
| Shows curiosity about the relationship of living things to their environments/ habitats (e.g., asks why fish always live in water; wonders where birds sleep)  | <ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Ecosystems</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Rainforests</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>  |

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| <b>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials <i>continued</i></b>   |  |   |
| Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a groups of ants moving on the playground and comments, "They're moving around like they're scared"; draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges.") | <ul style="list-style-type: none"> <li>Songs: I Am Part of All I See; Precipitation</li> <li>Book: Where In the World Would You Go Today?</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul> | <ul style="list-style-type: none"> <li>Unit 3, Pg. 309 Leaf Rubbings</li> <li>Unit 3, Pg. 316 Plant Parts</li> <li>Unit 3, Pg. 365 Seed Investigation</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> <li>Unit 5, Pg. 184 Insect Parts</li> </ul>  |
| Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, "Animals might get sick if they eat this")  | <ul style="list-style-type: none"> <li>Songs: I Am Part of All I See; Conservation; Pollution Rap</li> <li>Pollution and Recycling</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>   |
| Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)  | <ul style="list-style-type: none"> <li>Songs: Same and Different; All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> <li>Materials</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 2, Pg. 248 Plant or Animal</li> <li>Unit 3, Pg. 340 Sort It Out</li> <li>Unit 3, Pg. 360 Fancy Shapes</li> <li>Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 155 Vertebrate Sort and Review</li> <li>Unit 5, Pg. 124 Invertebrates</li> </ul> |
| <b>ST3.2 Uses tools and engineering practices to explore and solve problems</b>   |  |   |
| Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)   | <ul style="list-style-type: none"> <li>Song: Push and Pull</li> <li>Book: Mr. Mario's Neighborhood</li> <li>Push and Pull</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center; Pg. 16 Science Center; Sensory Table</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>  |

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| <b>ST3.2 Uses tools and engineering practices to explore and solve problems <i>continued</i></b>  |  |   |
| Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems  | <ul style="list-style-type: none"> <li>Science Tools</li> <li>Length</li> <li>Capacity</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 16 Science Center</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> <li>Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>Unit 6, Pg. 18 Listening To My Body</li> <li>Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>Unit 7, Pg. 170 Exploring Weight</li> </ul> |
| Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)  | <ul style="list-style-type: none"> <li>Capacity</li> <li>Push and Pull</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> </ul>  |
| Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)   |  | <ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>  |
| With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes | <ul style="list-style-type: none"> <li>Song: The Scientific Method</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center; Pg. 16 Science Center</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>  |
| <b>ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play</b>   |  |   |
| Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the "office" prop box to pretend to write someone a letter)  |  | <ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>   |
| Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)   | While interacting with Waterford Early Learning, children become familiar with digital devices and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard. | <ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>Unit 1, Pg. 132 Erasing Mistakes</li> <li>Unit 7, Pg. 216 Digital Program</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul>                          |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play <i>continued</i></b>  |  |  |
| Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device) | While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touchpad, monitor). | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 7, Pg. 216 Digital Program</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul> |
| Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)  |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 6, Pg. 117 Digital Safety</li> </ul>  |
| Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)  |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> </ul>  |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| <b>SOCIAL STUDIES</b>  |   |   |
| <b>SS1. FAMILY, COMMUNITY, AND CULTURE</b>   |   |   |
| <b>SS1.1 Demonstrates positive connection to family and community</b>  |   |   |
| Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Baby's Ball</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 34 Counting and Attendance</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul> |
| Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., "Gato means cat in Spanish. We speak Spanish at home!"]) | <ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> <li>• Tortillas, Tortillas</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>  |
| Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)  | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 374 Journal Prompt: My Family</li> </ul>  |
| Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a "daddy" sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor's office)                                       |   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> </ul>  |



| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <b>SS1.1 Demonstrates positive connection to family and community <i>continued</i></b>   |   |  |
| Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)  | <ul style="list-style-type: none"> <li>Come Inside</li> <li>My Family</li> </ul>    | <ul style="list-style-type: none"> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, Pg. 328 We All Have Jobs</li> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 3, Pg. 345 Which Hat Is Best?</li> <li>Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul> |
| <b>SS2. HISTORY AND GEOGRAPHY</b>  |   |  |
| <b>SS2.1 Shows awareness of sequence and change over time</b>  |   |  |
| Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates “After lunch, we get to read books”) and communicates about events that are increasingly distant from the present (e.g., talks about “When I was a baby...” and makes predictions about future events with adult support) |   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 4, Pg. 118 Raising Tadpoles</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>  |
| Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., “now/later,” “day/night,” “last time/next time”)  | <ul style="list-style-type: none"> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Schedule</li> </ul>   |
| <b>SS2.2 Demonstrates simple geographic knowledge</b>  |   |  |
| Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)   |   | <ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>   |

| ARKANSAS STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <b>SS2.2 Demonstrates simple geographic knowledge <i>continued</i></b>  |  |  |
| Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)   |  | <ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>  |
| Understands and uses words indicating relative distances (e.g., near, far, close)   | <ul style="list-style-type: none"> <li>Song: Positioning</li> <li>Book: Up in the Air</li> <li>Position</li> </ul>   |  |
| Creates drawings or simple maps of home and other familiar places with adult support  | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.  | <ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> </ul>   |
| Discusses basic geographic concepts and features of environments (e.g., says "We have mountains where we live"; sees a picture of fish and says, "They live in water")  | <ul style="list-style-type: none"> <li>Song: Four Ecosystems</li> <li>Book: Where in the World Would You Go Today?</li> <li>Ecosystems</li> <li>Mountains</li> <li>Oceans</li> <li>Deserts</li> <li>Rainforests</li> </ul> | <ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>   |
| <b>CREATIVITY AND AESTHETICS</b>  |  |  |
| <b>CA1. MUSIC AND MOVEMENT</b>  |  |  |
| <b>CA1.1 Explores through listening, singing, creating, and moving to music</b>   |  |  |
| Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs   |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>                 |
| Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music) | <ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul> |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>CA1.1 Explores through listening, singing, creating, and moving to music</b>  |  |  |
| With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch (e.g. by singing higher and lower notes)  |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 117 Jar Symphony</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul> |
| Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others   | Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.  | <ul style="list-style-type: none"> <li>Music Activities</li> <li>Dance Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>                                 |
| Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns  | <ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>   | <ul style="list-style-type: none"> <li>Music Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>   |
| <b>CA2. VISUAL ARTS</b>  |  |  |
| <b>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</b>  |  |  |
| Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, "Can I use the easel when you're done?"; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, "I'm going to draw daddy," before starting a project) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.  | <ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> </ul>   |
| With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels)  | <ul style="list-style-type: none"> <li>Book: The Shape of Things; Imagination Shapes</li> <li>Dots, Lines, and Circles</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>Red, Yellow, and Blue</li> </ul> | <ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>   |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <b>CA2.1 Explores, manipulates, creates, and responds to a variety of art media <i>continued</i></b>   |   |  |
| Tells about their artistic creations with increasing detail  | <ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Party Time</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>   |
| Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful   | <ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Book: Where in the World Would You Go Today?</li> </ul>                                  |  |
| Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice   |   | <ul style="list-style-type: none"> <li>Journal Activities</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>   |
| Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others |   | <ul style="list-style-type: none"> <li>Unit 2, Pg. 247 Clay Portraits</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>   |
| <b>CA.3 DRAMA</b>  |   |  |
| <b>CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>  |   |  |
| Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences          | <ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Drama &amp; Storytelling Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul> |
| Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play  |   | <ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Drama &amp; Storytelling Activities</li> </ul>   |

| ARKANSAS STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| <b>CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play <i>continued</i></b>   |   |   |
| With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters). | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>   |
| Discusses and expresses appreciation after viewing a performance by older children or a professional group.  |   | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul> |

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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



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

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

*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.*

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

