

# CURRICULUM *Correlation*



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

# TABLE OF CONTENTS

<b>SOCIAL-EMOTIONAL DEVELOPMENT</b> .....	<b>1</b>	<b>HEALTH</b> .....	<b>29</b>
Self .....	1	Health Habits .....	29
Social Interaction .....	2	Safety .....	30
Relationships .....	3	Nutrition .....	31
<b>LANGUAGE AND LITERACY</b> .....	<b>4</b>	<b>HISTORY—SOCIAL SCIENCE</b> .....	<b>31</b>
Listening and Speaking .....	4	Self and Society .....	31
Reading .....	6	Becoming a Preschool Community Member (Civics) .....	32
Writing .....	9	Sense of Time (History) .....	33
Listening .....	9	Sense of Place (Geography and Ecology) .....	34
Speaking .....	10	Marketplace (Economics) .....	35
Reading .....	12	<b>SCIENCE</b> .....	<b>35</b>
Writing .....	15	Scientific Inquiry .....	35
<b>MATHEMATICS</b> .....	<b>15</b>	Physical Sciences .....	37
Number Sense .....	15	Life Sciences .....	38
Algebra and Functions (Classification and Patterning) .....	17	Earth Sciences .....	40
Measurement .....	18	<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>41</b>
Geometry .....	18	<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....	<b>44</b>
Mathematical Reasoning .....	19		
<b>VISUAL AND PERFORMING ARTS</b> .....	<b>19</b>		
Visual Art .....	19		
Music .....	22		
Drama .....	23		
Dance .....	24		
<b>PHYSICAL DEVELOPMENT</b> .....	<b>26</b>		
Fundamental Movement Skills .....	26		
Perceptual-Motor Skills and Movement Concepts .....	27		
Active Physical Play .....	28		

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>		
<b>Self</b>		
<b>1.0 Self-Awareness</b>		
1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	<ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Feelings Poster</li> <li>• Guess How I'm Feeling</li> <li>• Panda and Tornado</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 4, Pg. 112 I Can Book</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
<b>2.0 Self-Regulation</b>		
2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	Waterford'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. 36 Jump Up and Down Transition</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 7, Pg. 131 I Pay Attention</li> <li>• Unit 7, Pg. 165 I Choose Carefully</li> </ul>
<b>3.0 Social and Emotional Understanding</b>		
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Feelings Poster</li> <li>• Guess How I'm Feeling</li> <li>• Panda and Tornado</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Guess How I'm Feeling</li> </ul>
<b>4.0 Empathy and Caring</b>		
4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Baby's Berries</li> <li>• Musical Mayhem</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 2, Pg. 206 Good Friends, Good Listeners</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>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>5.0 Initiative in Learning</b>		
5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 80 Pairs</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> </ul>
<b>Social Interaction</b>		
<b>1.0 Interactions with Familiar Adults</b>		
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 3, Pg. 329 Thank-you Notes</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 6, Pg. 20 May I Help? Game</li> </ul>
<b>2.0 Interactions with Peers</b>		
2.1 More actively and intentionally cooperate with each other.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>• Unit 1, Pg. 88 Let’s Play</li> </ul>
2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 74 It’s Okay to Say No</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3.0 Group Participation</b>		
3.1 Participate positively and cooperatively as group members.	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. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
<b>4.0 Cooperation and Responsibility</b>		
4.1 Have growing capacities for self control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 57 Self-Control Musical Instruments</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> </ul>
<b>Relationships</b>		
<b>1.0 Attachments to Parents</b>		
1.1 Take greater initiative in seeking support from their primary family attachment figures.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Where’s Papa?</li> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 18 Family Engagement</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> </ul>
1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 18 Family Engagement</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> </ul>
1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 18 Family Engagement</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Close Relationships with Teachers and Caregivers</b>		
2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Clean Up Together</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 6, Pg. 20 May I Help? Game</li> </ul>
<b>3.0 Friendships</b>		
3.1 Friendships are more reciprocal, exclusive, and enduring.	<ul style="list-style-type: none"> <li>• Books: Friends; Can We Still Be Friends?</li> <li>• Clubhouse</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• This Belongs to a Friend</li> <li>• How to Listen Like a Friend</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
<b>LANGUAGE AND LITERACY</b>		
<b>Listening and Speaking</b>		
<b>1.0 Language Use and Conventions: Children extend their understanding and usage of language to communicate with others effectively.</b>		
1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> <li>• Teaching Children Manners</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 106 How to Meet New People</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>



# CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS 2008

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.0 Language Use and Conventions: Children extend their understanding and usage of language to communicate with others effectively <i>continued.</i></b>		
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> <li>Letter Sound Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> </ul>
1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	Social-emotional videos demonstrate appropriate behavior and accepted language and style in conversations between various characters.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 4, Pg. 106 How to Meet New People</li> </ul>
1.4 Use language to construct extended narratives that are real or fictional.	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 6, Pg. 85 Storytelling With Instruments</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>2.0 Vocabulary: Children develop age-appropriate vocabulary.</b>		
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 1, Pg. 82 Letters Make Words</li> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> </ul>
2.3 Understand and use both simple and complex words that describe the relations between objects.	Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. <ul style="list-style-type: none"> <li>Verbs</li> <li>Opposites</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3.0 Grammar: Children develop age-appropriate grammar.</b>		
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Nouns; More Than One; Verbs; It Happened Yesterday; Pronouns</li> <li>• Sentences</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 136 Fine Someone Who Has...</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 178 Power I</li> <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>
<b>Reading</b>		
<b>1.0 Concepts about Print: Children recognize print conventions and understand that print carries specific meaning.</b>		
1.1 Display appropriate book-handling behaviors and begin behaviors and knowledge of print conventions.	<p>All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 46 the Apple Tree: Discuss the Story</li> </ul>
1.2 Understand that print is something that is read and has specific meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> <li>• Letters Make Words</li> <li>• Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Phonological Awareness: Children develop age-appropriate phonological awareness.</b>		
2.1 Orally blend and delete words and syllables without the support of pictures or objects.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>• Unit 3, Pg. 332 Compound Word Introduction: Blending Fire Words</li> <li>• Unit 3, Pg. 341 Wheels on the Bus: Compound Word Blend</li> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5 Pg. 202 Circus Syllables</li> </ul>
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Phoneme Eliminator</li> <li>• Letter Sound Deletion</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 4 Listening Activity: Action Words Onset-Rime</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> <li>• Unit 6, Pg. 26 Listening Activity: I Spy Onset-Rime</li> <li>• Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> <li>• Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 246 Listening Activity: Simon Says Blend Phonemes</li> </ul>
<b>3.0 Alphabetic and Word/Print Recognition: Children extend their recognition of letters of the alphabet.</b>		
3.1 Recognize own name or common words in print.	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> </ul>
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Match (Alphabet Review)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Pictures</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3.0 Alphabetic and Word/Print Recognition: Children extend their recognition of letters of the alphabet <i>continued</i>.</b>		
3.3 Begin to recognize that letters have sounds.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Instruction</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
<b>4.0 Comprehension and Analysis of Age-Appropriate Text: Children demonstrate understanding of age-appropriate text read aloud.</b>		
4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Describe Characters</li> <li>• Peek at the Story</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Describe Characters</li> <li>• Connect to Me</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 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• Unit 5, Pg. 208: Compare and Contrast: Insect and Spider Numbers</li> </ul>
<b>5.0 Literacy Interest and Response: Children demonstrate motivation for a broad range of literacy activities.</b>		
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	<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 (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>5.0 Literacy Interest and Response: Children demonstrate motivation for a broad range of literacy activities <i>continued</i>.</b>		
5.2 Engage in more complex routines associated with literacy activities.	<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 (See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 4, Pg. 34 Listening Activity: Rhyme Review</li> </ul>
<b>Writing</b>		
<b>1.0 Writing Strategies: Children demonstrate increasing emergent writing skills.</b>		
1.1 Adjust grasp and body position for increased control in drawing and writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <b>Resources:</b> <ul style="list-style-type: none"> <li>• Pencil Grip</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>
1.2 Write letters or letter-like shapes to represent words or ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
1.3 Write first name nearly correctly.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What’s Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 3, Pg. 329 Thank-you Notes</li> </ul>
<b>Listening</b>		
<b>1.0 Children listen with understanding. Focus: Beginning words</b>		
1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	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>• Story Time Activities</li> <li>• Unit 1, Pg. 9 Classroom Bear</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Focus: Requests and directions</i>		
1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
<i>Focus: Basic and advanced concepts</i>		
1.3 Demonstrate an understanding of words in English related to more advanced concepts.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 9 Classroom Bear</li> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
<b>Speaking</b>		
<b>1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Communication of needs</b>		
1.1 Show increasing reliance on verbal communication in English to be understood by others.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 145 What's In the Bag?</li> </ul>
<i>Focus: Vocabulary production</i>		
1.2 Use new English vocabulary to share knowledge of concepts.	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</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 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 338 Sort It Out</li> </ul>
<i>Focus: Conversation</i>		
1.3 Sustain a conversation in English about a variety of topics.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <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>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Focus: Utterance length and complexity</i>		
1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	<ul style="list-style-type: none"> <li>• Songs: Pronouns; Adjectives Describe; Adverbs</li> <li>• Pronouns</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 2, Pg. 178 Power I</li> </ul>
<i>Focus: Grammar</i>		
1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject; verb and object), sometimes with errors.	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Verbs; Past Tense Verbs</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
<i>Focus: Inquiry</i>		
1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.	<ul style="list-style-type: none"> <li>• Book: Who Is at the Door?</li> <li>• Sum Up: Five Ws</li> <li>• Ask a Question</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 24 What do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
<b>2.0 Children begin to understand and use social conventions in English. Focus: Social conventions</b>		
2.1 Appropriately use words and tone of voice associated with social conventions in English.	<p>Social-emotional videos model the social conventions of words and tone of voice in conversations and discussions between various characters.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> <li>• Please and Thank You</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> <li>• Unit 6, Pg. 10 Please and Thank You</li> <li>• Unit 6, 20 Excuse Me Game</li> </ul>
<b>3.0 Children use language to create oral narratives about their personal experiences. Focus: Narrative development</b>		
3.1 Produce simple narratives in English that are real or fictional.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading</b>		
<b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Participate in read-aloud activity</b>		
1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	<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>• Decodable Books (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 1, Pg. 31 Bunny Cakes</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<i>Focus: Interest in books and reading</i>		
1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.	<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>• Decodable Books (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 1, Pg. 31 Bunny Cakes</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<b>2.0 Children show an increasing understanding of book reading. Focus: Personal connections to the story</b>		
2.1 Begin to engage in extended conversations in English about stories.	<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>• Compare Characters</li> <li>• Describe Characters</li> <li>• Peek at the Story</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> <li>• Picture Clues</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 14 Reading with Preschool Children</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 31 Bunny Cakes</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Focus: Story Structure</i>		
2.2 Retell in English the majority of a story read or told in English.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 14 Reading with Preschool Children</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 31 Bunny Cakes</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>3.0 Children demonstrate an understanding of print conventions. Focus: Book handling</b>		
3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
<b>4.0 Children demonstrate awareness that print carries meaning. Focus: Environmental print</b>		
4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	<ul style="list-style-type: none"> <li>• Decodable Books (See titles at end of document.)</li> <li>• Power Words</li> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> </ul>
<b>5.0 Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter awareness</b>		
5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Print Concepts</li> <li>• Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Focus: Letter Recognition</i>		
5.2 Identify ten or more letters of the alphabet in English.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Match (Alphabet Review)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Pictures</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> </ul>
<b>6.0 Children demonstrate phonological awareness. Focus: Rhyming</b>		
6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and The Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> </ul>
<i>Focus: Onset (initial sound)</i>		
6.2 Recognize and produce words that have similar onset (initial sound) in English.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/</li> </ul>
<i>Focus: Sound differences in the home language and English</i>		
6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Dragon</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Blend Every Sound (Phonemes)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 34 Listening Activity: Rhyme Review</li> <li>• Unit 4, Pg. 50 Vertebrate Compound Words</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul>



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing</b>		
1.0 Children use writing to communicate their ideas. Focus: Writing as communication		
1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	<ul style="list-style-type: none"> <li>Letters Make Words</li> <li>Words Tell About the Pictures</li> <li>Print Concepts</li> <li>Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 82 Letters Make Words</li> <li>Journal Activities</li> <li>Introduction, Pg. 17 Writing Center</li> </ul>
<i>Focus: Writing to represent words or ideas</i>		
1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> <li>Words Tell About the Pictures</li> <li>Print Concepts</li> <li>Alphabet Introduction (Distinguish Letters)</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, Pg. 329 Thank-you Notes</li> <li>Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> <li>Unit 7, Pg. 173 End of Year Program Invitations</li> </ul>
<i>Focus: Writing their name</i>		
1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.	<ul style="list-style-type: none"> <li>Name Game (What's Your Name?)</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Unit 1, Pg. 74 Name Magnets</li> <li>Unit 3, Pg. 329 Thank-you Notes</li> </ul>
<b>MATHEMATICS</b>		
<b>Number Sense</b>		
1.0 Children expand their understanding of numbers and quantities in their everyday environment.		
1.1 Recite numbers in order to twenty with increasing accuracy.	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Counting Songs</li> <li>Number Instruction</li> <li>Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Counting and Attendance</li> </ul>
1.2 Recognize and know the name of some written numerals.	<ul style="list-style-type: none"> <li>Math Books</li> <li>Number Instruction</li> <li>Number Practice</li> <li>Match Numbers</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Numeral Cards</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Read and Write Number Activities</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.0 Children expand their understanding of numbers and quantities in their everyday environment <i>continued</i>.</b>		
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Subitizing Cards</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> </ul>
1.4 Count up to ten objects, using one-to- one correspondence (one object for each number word) with increasing accuracy.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg 23 Counting and Attendance</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Attendance</li> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</b>		
2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• More Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> <li>• Unit 2, Pg. 261 Make One More</li> <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>
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 252 Find One More</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 272 What Comes Next?</li> <li>• Unit 3, Pg. 280 Counting Backwards</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Children expand their understanding of number relationships and operations in their everyday environment <i>continued</i>.</b>		
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> <li>• Unit 7, Pg. 247 How Many are Hiding?</li> </ul>
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 2, Pg. 252 Find One More</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 7, Pg. 247 How Many are Hiding?</li> </ul>
<b>Algebra and Functions (Classification and Patterning)</b>		
<b>1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.</b>		
1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	<ul style="list-style-type: none"> <li>• Song: All Sort of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
<b>2.0 Children expand their understanding of simple, repeating patterns.</b>		
2.1 Recognize and duplicate simple repeating patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Logic Game</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>
2.2 Begin to extend and create simple repeating patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Logic Game</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>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurement</b>		
1.0 Children expand their understanding of comparing, ordering, and measuring objects.		
1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Nonstandard Units of Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Tall and Short</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. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
1.2 Order four or more objects by size.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Nonstandard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> </ul>
<b>Geometry</b>		
1.0 Children identify and use a variety of shapes in their everyday environment.		
1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<ul style="list-style-type: none"> <li>• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Corners and Sides; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space 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 &amp; Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 3, Pg. 349 Making Shapes</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
1.2 Combine different shapes to create a picture or design.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles &amp; Squares</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Children expand their understanding of positions in space.</b>		
2.1 Identify positions of objects and people in space, including in / on/ under, up/down, inside/outside, beside/ between, and in front/behind.	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Top, Beside, and Bottom</li> <li>• Above, Below, Next to, On</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>
<b>Mathematical Reasoning</b>		
<b>1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</b>		
1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	<ul style="list-style-type: none"> <li>• Books: Milton’s Mittens; Half for You and Half for Me; Five Delicious Muffins; Imagination Shapes</li> <li>• Problem Solving Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count</li> <li>• Unit 1, Pg. 80 Pairs</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>VISUAL AND PERFORMING ARTS</b>		
<b>Visual Art</b>		
<b>1.0 Notice, Respond, and Engage</b>		
1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	<ul style="list-style-type: none"> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 368 Shades of Paint</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
1.2 Begin to plan art and show increasing care and persistence in completing it.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.0 Notice, Respond, and Engage <i>continued</i></b>		
1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.		<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready For Kindergarten</li> </ul>
<b>2.0 Develop Skills in Visual Art</b>		
2.1 Draw single circle and add lines to create representations of people and things.	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> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Journal Activities</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	Many activities in Waterford offer children choices and encourage them to express their own ideas. For example, in “Coloring Game,” students review letter names, shapes, and sounds, and in “Create Your Own Environment” students add animals or objects representative of environments.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 3, Pg. 372 Seed Mosaics</li> </ul>
2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 1 &amp; 3, Pg. 83 &amp; 373 Play Dough Recipe</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> </ul>
2.4 Use paper and other materials to make two- and three-dimensional assembled works.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Geoboards</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 3, Pg. 372 Seed Mosaics</li> <li>• Unit 4, Pg. 121 Frog or Toad?</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Develop Skills in Visual Art <i>continued</i></b>		
2.5 Recognize and name materials and tools used for visual arts.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Art Activities</li> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Art Activities</li> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>3.0 Create, Invent, and Express Through Visual Art</b>		
3.1 Intentionally create content in a work of art.	Many activities in Waterford offer children choices and encourage them to express their own ideas. For example, in “Coloring Game,” students review letter names, shapes, and sounds, and in “Create Your Own Environment” students add objects and animals in their study of environments.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
3.2 Draw more detailed figures or objects with more control of line and shape.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 4, Pg. 23 Skeletal Portraits</li> </ul>
3.3 Use intensity of marks and color more frequently to express a feeling or mood.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Music</b>		
<b>1.0 Notice, Respond, and Engage</b>		
1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>
1.2 Demonstrate more complex repeating melody and rhythm patterns.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Books: Movin' to the Music Time; Rocks in My Socks</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>
1.3 Identify the sources of a wider variety of music and music-like sounds.	<ul style="list-style-type: none"> <li>• Song: Sound</li> <li>• Books: What Sounds Say; Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>
1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	<ul style="list-style-type: none"> <li>• Song: Sound</li> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 3, Pg. 365 Animal Beat</li> </ul>
<b>2.0 Develop Skills in Music</b>		
2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	<ul style="list-style-type: none"> <li>• Song: Sound</li> <li>• Books: Movin' to the Music Time; What Sounds Say</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Sing Around the World Songs</li> <li>• ABC Songs</li> <li>• Sound Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 5, Pg. 140 Grumble, Talk, or Screech Game</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>
2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	<ul style="list-style-type: none"> <li>• Song: Sound</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>





# CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS 2008

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3.0 Create, Invent, and Express Through Music</b>		
3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<ul style="list-style-type: none"> <li>Song: Sound</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Music Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Dance and Movement Activities</li> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 6, Pg. 53 Floating Robots</li> </ul>
3.3 Explore, improvise, and create brief melodies with voice or instrument.	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Music Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
<b>Drama</b>		
<b>1.0 Notice, Respond, and Engage</b>		
1.1 Demonstrate a broader understanding of drama vocabulary.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>
1.2 Explain preferences and interests related to participating in drama.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>
1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>
<b>2.0 Develop Skills to Create, Invent, and Express Through Drama</b>		
2.1 Demonstrate extended role-play skills with increased imagination and creativity.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 198 Program Decorations</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Develop Skills to Create, Invent, and Express Through Drama <i>continued</i></b>		
2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 198 Program Decorations</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 216 Digital Program</li> </ul>
<b>Dance</b>		
<b>1.0 Notice, Respond, and Engage</b>		
1.1 Further engage and participate in dance movements.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
1.2 Connect dance terminology with demonstrated steps.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
1.4 Use understanding of different steps and movements to create or form a dance.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Develop Skills in Dance</b>		
2.1 Continue to develop awareness of body in space.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>
2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>
2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
<b>3.0 Create, Invent, and Express Through Dance</b>		
3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
3.2 Invent and recreate dance movements.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3.0 Create, Invent, and Express Through Dance <i>continued</i></b>		
3.3 Improvise more complex dances that have a beginning, middle, and an end.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>
3.4 Communicate and express feelings intentionally through dance.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>
<b>PHYSICAL DEVELOPMENT</b>		
<b>Fundamental Movement Skills</b>		
<b>1.0 Balance</b>		
1.1 Show increasing balance and control when holding still.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 4, Pg. 142 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 4, Pg. 142 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
<b>2.0 Locomotor Skills</b>		
2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 4, Pg. 142 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.		<ul style="list-style-type: none"> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 203 Spring Gallop!</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Locomotor Skills</b>		
2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.		<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>
2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.		<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>
<b>3.0 Manipulative Skills</b>		
3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 56 Writing Letter A</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> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>Perceptual–Motor Skills and Movement Concepts</b>		
<b>1.0 Body Awareness</b>		
1.1 Demonstrate knowledge of an increasing number of body parts.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Body Apron Pattern</li> <li>• Body Parts Cards</li> <li>• Naming the Parts of the Body</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 2, Pg. 246 I Touch My Nose Like This</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 4, Pg. 6 Dramatic Play: Radiologist’s Office</li> <li>• Unit 6, Pg. 4 My Body Can Do Amazing Things</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> <li>• Unit 6, Pg. 45 My Brain Is Always Growing</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Spatial Awareness</b>		
2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>
<b>3.0 Directional Awareness</b>		
3.1 Begin to understand and distinguish between the sides of the body.	<ul style="list-style-type: none"> <li>• Song: Symmetry</li> <li>• Book: Symmetry and Me</li> <li>• Right, Left</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> </ul>
3.2 Can change directions quickly and accurately.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 7, Pg. 178 Fox in a Box</li> </ul>
3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	<ul style="list-style-type: none"> <li>• Song: Positioning</li> <li>• Above, Below, Next to, On</li> <li>• Top, Beside, and Bottom</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 5, Pg. 219 Spider Webs</li> </ul>
<b>Active Physical Play</b>		
<b>1.0 Active Participation</b>		
1.1 Initiate more complex physical activities for a sustained period of time.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• 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> </ul>



# CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS 2008

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Cardiovascular Endurance</b>		
2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	<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 3, Pg. 276 Run, Run! Shade or Sun</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> </ul>
<b>3.0 Muscular Strength, Muscular Endurance, and Flexibility</b>		
3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	<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 4, Pg. 42 Birds on a Perch</li> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</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>
<b>HEALTH</b>		
<b>Health Habits</b>		
<b>1.0 Basic Hygiene</b>		
1.1 Demonstrate knowledge of more steps in the handwashing routine.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rubric</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. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>
1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 232 Wash the Tables!</li> <li>• Unit 6, Pg. 54 Germs</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 6, Pg. 79 Bath Time</li> </ul>
<b>2.0 Oral Health</b>		
2.1 Demonstrate knowledge of more steps of the routine for brushing and when tooth brushing should be done, with less adult supervision.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> <li>• Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3.0 Knowledge of Wellness</b>		
3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Body Apron Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 14 Vertebrates Have Bones</li> <li>• Unit 6, Pg. 4 My Body Can Do Amazing Things</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> <li>• Unit 6, Pg. 27 Digesting Food</li> <li>• Unit 6, Pg. 45 My Brain Is Always Growing</li> </ul>
3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 4, Pg. 6 Dramatic Play: Radiologist's Office</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> </ul>
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
<b>4.0 Sun Safety</b>		
4.1 Practice sun-safe actions with decreasing adult support and guidance.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> </ul>
<b>Safety</b>		
<b>1.0 Injury Prevention</b>		
1.1 Follow safety rules more independently though may still need adult support and prompting.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 165 Safe Smelling</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. 231 Water Safety</li> </ul>
1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activity for Kids</li> <li>• Telephone Master (Call 911)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 334 Call for Help</li> <li>• Unit 3, Pg. 337 Emergency!</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> </ul>
1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 5, Pg. 246 Library Field Trip</li> </ul>



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Nutrition</b>		
1.0 Nutrition Knowledge		
1.1 Identify a larger variety of foods and may know some of the related food groups.	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Healthy Food</li> </ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 319 Plant Parts Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
2.0 Nutrition Choices		
2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Healthy Food</li> </ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Parts Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Book: Tortillas, Tortillas</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 1, Pg. 60 Snack</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
3.0 Self-Regulation of Eating		
3.1 Indicate greater awareness of own hunger and fullness.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 60 Snack</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
<b>HISTORY—SOCIAL SCIENCE</b>		
<b>Self and Society</b>		
1.0 Culture and Diversity		
1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Books: Seeing Fingers; In the Rain; Fourteen Camel Caravan; Mine; Jose Three; Tortillas, Tortillas</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Introduction, Pg. 21 Supporting Dual Language Learners</li> <li>• Unit 2, Pg. 246 I Touch My Nose Like This</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Relationships</b>		
2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	<ul style="list-style-type: none"> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Party Time</li> <li>• Soup’s On!</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> </ul>
<b>3.0 Social Roles and Occupations</b>		
3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	<ul style="list-style-type: none"> <li>• Books: Play Ball; Follow the Apples</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> </ul>
<b>Becoming a Preschool Community Member (Civics)</b>		
<b>1.0 Skills for Democratic Participation</b>		
1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative to help develop skills needed to be responsible classroom citizens.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> <li>• Unit 6, Pg. 48 Flag on the Moon</li> </ul>
<b>2.0 Responsible Conduct</b>		
2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative to help develop skills of responsible group members. <b>Resources:</b> <ul style="list-style-type: none"> <li>• Teaching Children Manners</li> <li>• Please and Thank You</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 4, Pg. 80 Waiting Game</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3.0 Fairness and Respect for Other People</b>		
<p>3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby's Ball</li> <li>• Noisy Children</li> <li>• Papa's Thumb</li> <li>• Marmot's Basket</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Baby's Berries</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> </ul>
<b>4.0 Conflict Resolution</b>		
<p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</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. 80 Waiting Game</li> </ul>
<b>Sense of Time (History)</b>		
<b>1.0 Understanding Past Events</b>		
<p>1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</p>	<ul style="list-style-type: none"> <li>• Books: The Watermelon Seed; Bad News Shoes; The Old Maple Tree</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 3, Pg. 329 Thank-you Notes</li> <li>• Unit 6, Pg. 48 Flag on the Moon</li> </ul>
<b>2.0 Anticipating and Planning Future Events</b>		
<p>2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.</p>	<ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> <li>• Perfect Present</li> <li>• Do I Have To?</li> <li>• Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 24 Daily Routines (Calendar)</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 55 Calendar: Tomorrow</li> </ul>
<b>3.0 Personal History</b>		
<p>3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.</p>	<ul style="list-style-type: none"> <li>• Book: José Three</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 270 Grandma's House</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready For Kindergarten</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>4.0 Historical Changes in People and the World</b>		
4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; The Old Maple Tree</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 270 Grandma’s House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journal Activity: My Family, part 1</li> <li>• Unit 3, Pg. 372 Journal Activity: My Family, part 2</li> </ul>
<b>Sense of Place (Geography and Ecology)</b>		
<b>1.0 Navigating Familiar Locations</b>		
1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Weather</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<b>2.0 Caring for the Natural World</b>		
2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	<ul style="list-style-type: none"> <li>• Songs: Seasons; Pollution Rap; I Am Part of All I See; Conservation</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Care of Earth</li> <li>• Care of Water</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Pollution and Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 371 Farm to Table</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3.0 Understanding the Physical World Through Drawings and Maps</b>		
3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	Waterford encourages everyone to have writing and art materials available for children’s creations.	<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>
<b>Marketplace (Economics)</b>		
<b>1.0 Exchange</b>		
1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	<ul style="list-style-type: none"> <li>• Books: Follow the Apples; Bugs For Sale</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> </ul>
<b>SCIENCE</b>		
<b>Scientific Inquiry</b>		
<b>1.0 Observation and Investigation</b>		
1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; That’s What I Like: A Book About Seasons</li> <li>• Science Investigation</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> </ul>
1.2 Observe objects and events in the environment and describe them in greater detail.	<ul style="list-style-type: none"> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</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. 134 Texture Sort</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.0 Observation and Investigation</b>		
<p>1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p>	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> <li>• Measurement Tools</li> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> <li>• Unit 6, Pg. 18 Listening to My Body</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<p>1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.</p>	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Similar Figures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 105 Pouring Sounds</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> </ul>
<p>1.5 Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).</p>	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 342 &amp; 346. The Water Cycle: Part 1 &amp; 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<p>1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.</p>	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</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>
<b>2.0 Documentation and Communication</b>		
<p>2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p>	<ul style="list-style-type: none"> <li>• Song: Graphing; Tallying</li> <li>• Book: One More Cat; Milton’s Mittens</li> <li>• Graphs</li> <li>• Tally Marks</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 86 Fish Investigation</li> </ul>
<p>2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p>	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Physical Sciences</b>		
<b>1.0 Properties and Characteristics of Nonliving Objects and Materials</b>		
<p>1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See; Shapes, Shapes, Shapes; Living and Nonliving</li> <li>• Book: The Shape of Things</li> <li>• Size</li> <li>• Length</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Solid and Liquid</li> <li>• Living or Nonliving</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 57 Cooking Apples Investigation</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 &amp; 344 The Water Cycle: Part 1 &amp; 2</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>
<b>2.0 Changes in Nonliving Objects and Materials</b>		
<p>2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).</p>	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter</li> <li>• Book: Pancakes Matter</li> <li>• Solid and Liquid</li> <li>• States of Water</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 57 Cooking Apples Investigation</li> <li>• Unit 1, Pg. 138 Crunchy and Soggy Snack</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 &amp; 344 The Water Cycle: Part 1 &amp; 2</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2.0 Changes in Nonliving Objects and Materials <i>continued</i></b>		
<p>2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.</p>	<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>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>Life Sciences</b>		
<b>1.0 Properties and Characteristics of Living Things</b>		
<p>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p>	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 4, Pg. 14 Vertebrates Have Bones</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>
<p>1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p>	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> <li>• Food From Plants</li> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Body Apron Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 4 My Body Can Do Amazing Things</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> <li>• Unit 6, Pg. 27 Digesting Food</li> <li>• Unit 6, Pg. 36 My Brain Has Lots of Ideas</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1.0 Properties and Characteristics of Living Things <i>continued</i></b>		
1.3 Recognize that living things have habitats in different environments suited to their unique needs.	<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> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Desert</li> <li>• Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians</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> <li>• Unit 4, Pg. 37 Dramatic Play: Bird Nest</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> </ul>
1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants are Growing</li> <li>• Living or Nonliving</li> <li>• Rocks</li> <li>• Rock Cycle</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. 248 Plant or Animal</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul>
<b>2.0 Changes in Living Things</b>		
2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	<ul style="list-style-type: none"> <li>• Song: Plants are Growing</li> <li>• Plants</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? Chart</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul>
2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Book: Everybody Needs to Eat</li> <li>• Sun</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <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 3, Pg. 347 Where Does Our Water Come From?</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Earth Sciences</b>		
<b>1.0 Properties and Characteristics of Earth Materials and Objects</b>		
<p>1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<ul style="list-style-type: none"> <li>• Songs: Rocks; Air</li> <li>• Size</li> <li>• Weight</li> <li>• Rocks</li> <li>• Rock Cycle</li> <li>• Sorting Rocks</li> <li>• Air</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 &amp; 344 The Water Cycle: Part 1 &amp; 2</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
<b>2.0 Changes in the Earth</b>		
<p>2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Books: Moon Song; Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 279 Shadow Theater</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
<p>2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p>	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<p>2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Seasons</li> <li>• Books: That’s What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<p>2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p>	<ul style="list-style-type: none"> <li>• Song: Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 3, Pg. 371 Farm to Table</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



## SPANISH FAMILY ENGAGEMENT RESOURCES

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

## SONGS

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

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

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

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

### Comprehension and Vocabulary

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

### Readiness Skills Letters

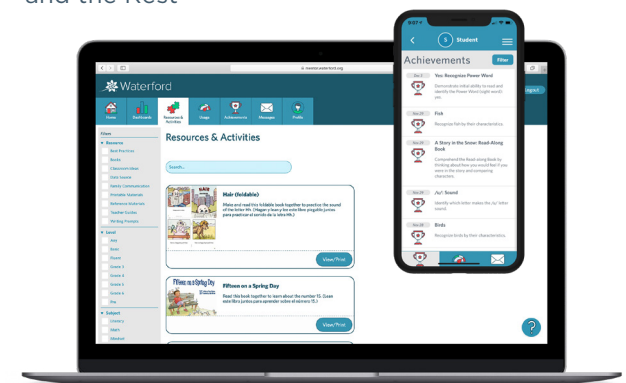
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### Phonological Awareness Letters

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

## WATERFORD MENTOR

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



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