

CURRICULUM *Correlation*



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

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NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
I. SOCIAL/EMOTIONAL DEVELOPMENT		
STANDARD 0.1: CHILDREN DEMONSTRATE SELF-CONFIDENCE.		
0.1.1 Express individuality by making independent decisions about which materials to use.	<ul style="list-style-type: none"> • Perfect Present • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
0.1.2 Express ideas for activities and initiate discussions.	<ul style="list-style-type: none"> • Find Me! 	<ul style="list-style-type: none"> • Unit 4, Pg. 26 Journal Prompt: I feel...
0.1.3 Actively engage in activities and interactions with teachers and peers.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 34 Counting and Attendance • Unit 2, Pg. 176 Smell Survey • Unit 5, Pg. 243 Worm Cups
0.1.4 Discuss their own actions and efforts.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 20 Reflection and Dismissal • Unit 2, Pg. 214 Garbage Elves • Unit 7, Pg. 146 Artist’s Statement
STANDARD 0.2: CHILDREN DEMONSTRATE SELF-DIRECTION.		
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Activity Centers • Unit 1, Pg. 18 Afternoon Centers • Unit 7, Pg. 141 Tool Workshop • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).		<ul style="list-style-type: none"> • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 20 Arrival and Toy Time • Unit 2, Pg. 214 Garbage Elves
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 5 Attendance • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 36 Jump Up and Down Transition
0.2.4 Attend to tasks for a period of time.	Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 18 Afternoon Centers • Dramatic Play Centers

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STANDARD 0.3: CHILDREN IDENTIFY AND EXPRESS FEELINGS.		
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	<ul style="list-style-type: none"> • Boo Hoo Baby • It's Not Fair! • Do I Have To? • Where's Papa? • Clubhouse • Marmot Basket • Party Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 89 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes
0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 89 Chrysanthemum Discussion • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 52 What Would Pete the Cat Do? • Unit 4, Pg. 57 Self-Control Instruments
STANDARD 0.4: CHILDREN EXHIBIT POSITIVE INTERACTIONS WITH OTHER CHILDREN AND ADULTS		
0.4.1 Engage appropriately with peers and teachers in classroom activities.	<ul style="list-style-type: none"> • Marmot Basket • Musical Mayhem • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 9 Classroom Bear • Unit 1, Pg. 60 Turn and Talk Matching • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals
0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 20 Reflection and Dismissal • Unit 2, Pg. 169 Personal Space Circle • Unit 2, Pg. 188 Full Buckets
0.4.3 Say "thank you," "please," and "excuse me."	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 10 Please and Thank You • Unit 6, Pg. 20 Excuse Me Game • Unit 6, Pg. 75 Grown-up Manners
0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 2, Pg. 169 Personal Space Circle • Unit 4, Pg. 74 It's Okay to Say No

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 0.4: CHILDREN EXHIBIT POSITIVE INTERACTIONS WITH OTHER CHILDREN AND ADULTS <i>continued</i>		
0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).	<ul style="list-style-type: none"> • Lost and Found • Find Me! • Do I Have To? • It’s Not Fair! 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 74 It’s Okay to Say No • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 1, Pg. 112 Elephant Invitations • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 6, Pg. 107 How to Solve a Problem
STANDARD 0.5: CHILDREN EXHIBIT PRO-SOCIAL BEHAVIORS		
0.5.1 Play independently and cooperatively in pairs and small groups.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 7, Pg. 178 Fox In A Box • Unit 7, Pg. 242 Simon Says Blending
0.5.2 Engage in pretend play.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.		<ul style="list-style-type: none"> • Unit 1, Pg. 88 Let’s Play • Unit 4, Pg. 106 How to Meet New People • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
0.5.4 Take turns.		<ul style="list-style-type: none"> • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 80 Waiting Game • Unit 4, Pg. 84 Working Together
0.5.5 Demonstrate understanding the concept of sharing by attempting to share.		<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 4, Pg. 66 Good Friends Activity: Two Friends

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II. VISUAL AND PERFORMING ARTS		
STANDARD 1.1: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF CREATIVE MOVEMENT AND DANCE.		
1.1.1 Move the body in a variety of ways, with and without music.	<ul style="list-style-type: none"> Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 233 Mambo Moves Unit 2, Pg. 251 Body Moves
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.		<ul style="list-style-type: none"> Unit 1, Pg. 120 Listen to the Beat Unit 3, Pg. 367 Animal Beat Unit 7, Pg. 187 Pathways In Space
1.1.3 Participate in simple sequences of movements.	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 2, Pg. 251 Body Moves Unit 3, Pg. 304 Farmer Mash
1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 1, Pg. 143 Builders and Bulldozers Unit 5, Pg. 233 Slide Like a Snail Unit 7, Pg. 187 Pathways In Space
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 2, Pg. 233 Mambo Moves Unit 3, Pg. 283 High and Low Unit 4, Pg. 57 Self-Control Instruments
1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Unit 3, Pg. 283 High and Low Unit 4 Pg. 117 Giraffes Can Dance! Unit 5, Pg. 151 Dinosaur Stomp
1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.		<ul style="list-style-type: none"> Unit 3, Pg. 367 Animal Beat Unit 4, Pg. 117 Giraffes Can Dance!
1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.		<ul style="list-style-type: none"> Unit 3, Pg. 318 Growing Into A Good Audience

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 1.2: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF MUSIC.		
1.2.1 Sing a variety of songs with expression, independently and with others.	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program. <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World Songs • ABC Songs • Sound Songs • Vowel Songs 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.		<ul style="list-style-type: none"> • Unit 1, Pg. 98 DP: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 6, Pg. 22 Find The Beat
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 367 Animal Beat • Unit 4, Pg. 27 Mammal Rhythm
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Common Sounds • Patterns 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 DP: Music Shop • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 3, Pg. 371 Where Is Thumbkin: Find the Marble • Unit 4, Pg. 27 Mammal Rhythm • Unit 6, Pg. 59 Rhythm Stick Sounds
1.2.5 Participate in and listen to music from a variety of cultures and times.	<ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird's Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa) 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 DP: Music Shop • Unit 4, Pg. 57 Self-Control Instruments • Music Activities

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 1.2: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF MUSIC <i>continued</i>.		
1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.		<ul style="list-style-type: none"> Unit 1, Pg. 117 Jar Symphony Unit 3, Pg. 371 Where Is Thumbkin: Find the Marble Unit 5, Pg. 140 Grumble, Talk, or Screech Game
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.		<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song
1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.		<ul style="list-style-type: none"> Unit 3, Pg. 318 Growing Into A Good Audience
STANDARD 1.3: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF DRAMATIC PLAY AND STORYTELLING.		
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 2, Pg. 160 DP: Restaurant Unit 3, Pg. 330 DP: Fire Station Unit 7, Pg. 168 DP: Dentist's Office
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	<ul style="list-style-type: none"> Pretend Play Papa's Play Mama's Melody 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 7, Pg. 208 Program Rehearsal
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	<ul style="list-style-type: none"> Pretend Play Papa's Play Mama's Melody 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 3, Pg. 330 DP: Fire Station Unit 5, Pg. 134 DP: Dinosaur Dig
1.3.4 Differentiate between fantasy/pretend play and real events.	<ul style="list-style-type: none"> Real and Make-believe 	<ul style="list-style-type: none"> Dramatic Play Centers Unit 3, Pg. 339 Emergency! Unit 7, Pg. 216 Digital Program
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).		<ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Dramatic Play Activities Unit 5, Pg. 134 DP: Dinosaur Dig
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	<ul style="list-style-type: none"> Books: Jose Three; Tortillas, Tortillas; Fourteen Camel Caravan; Nineteen Around the World; Navajo Beads 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 89 Storytelling Festival
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.		<ul style="list-style-type: none"> Unit 6, Pg. 90 Thank You Notes for the Storytellers
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.		<ul style="list-style-type: none"> Unit 3, Pg. 318 Growing Into A Good Audience Unit 6, Pg. 89 Storytelling Festival

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 1.4: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION FOR THE VISUAL ARTS (E.G., PAINTING, SCULPTING, AND DRAWING).		
1.4.1 Demonstrates the safe and appropriate use and care of art materials and tools.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 38 Introduction: The Art Center • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 225 Good Friends Activity: I Am Ready For Kindergarten
1.4.2 Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 2, Pg. 247 Clay Portraits • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 363 Fire Painting • Unit 4, Pg. 121 Frog or Toad?
1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.		<ul style="list-style-type: none"> • Unit 2, Pg. 247 Clay Portraits • Unit 2, Pg. 257 Polly’s Tea • Unit 3, Pg. 370 Shades of Paint • Unit 6, Pg. 82 Imagine a Germ • Unit 7, Pg. 154 Gallery Talk
1.4.4 Demonstrate an growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 2, Pg. 190 DP: Junkyard • Unit 3, Pg. 370 Shades of Paint • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 235 Rain Sticks
1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 3, Pg. 359 DP: Zoo and Animal Sculpture • Unit 7, Pg. 134 DP: Architect’s Office
1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 3, Pg. 374 Seed Mosaics • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 219 Spider Webs
1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.		<ul style="list-style-type: none"> • Unit 6, Pg. 82 Imagine a Germ • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
III. HEALTH, SAFETY AND PHYSICAL EDUCATION		
STANDARD 2.1: CHILDREN DEVELOP SELF-HELP AND PERSONAL HYGIENE SKILLS.		
2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	<ul style="list-style-type: none"> • Songs: Health; Sun Blues • Book: The Germs; We All Exercise • Avoid Germs, Prevent Illness • Exercise and Rest • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 3, Pg. 287 Sun Safe Song • Unit 6, Pg. 54 Germs • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 7, Pg. 174 Taking Care of My Teeth
2.1.2 Demonstrate emerging self-help skill (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).		<ul style="list-style-type: none"> • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 79 Bath Time
STANDARD 2.2: CHILDREN BEGIN TO DEVELOP THE KNOWLEDGE AND SKILLS NECESSARY TO MAKE NUTRITIOUS FOOD CHOICES.		
2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Tortillas, Tortillas 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 212 It's Different, But It's Good!
2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
STANDARD 2.3: CHILDREN BEGIN TO DEVELOP AN AWARENESS OF POTENTIAL HAZARDS IN THEIR ENVIRONMENT.		
2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	<ul style="list-style-type: none"> • Song: Sun Blues 	<ul style="list-style-type: none"> • Unit 1, Pg. 127 DP: Construction Site • Unit 2, Pg. 165 Safe Smelling • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 231 Water Safety
2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	At the end of a session in Waterford, a narrated popup, with a character holding a stop sign, appears letting students know it is time to stop.	<ul style="list-style-type: none"> • Unit 1, Pg. 127 DP: Construction Site • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 2.3: CHILDREN BEGIN TO DEVELOP AN AWARENESS OF POTENTIAL HAZARDS IN THEIR ENVIRONMENT <i>continued.</i>		
2.3.3 Identify community helpers who assist in maintaining a safe environment.		<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 328 We All Have Jobs • Unit 3, Pg. 345 Which Hat Is Best?
2.3.4 Know how to dial 911 for help.		<ul style="list-style-type: none"> • Unit 3, Pg. 336 Tuesday Story: Call For Help
STANDARD 2.4: CHILDREN DEVELOP COMPETENCE AND CONFIDENCE IN ACTIVITIES THAT REQUIRE GROSS-AND FINE-MOTOR SKILLS.		
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 DP: Circus School • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, Pg. 122 Obstacle Course
2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 255 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes • Unit 7, Pg. 141 Tool Workshop
2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl and hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).		<ul style="list-style-type: none"> • Unit 6, Pg. 7 DP: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
IV. ENGLISH LANGUAGE ARTS		
READING: LITERATURE		
Key Ideas and Details		
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws 	<ul style="list-style-type: none"> Story Time Activities
RL.PK.2 With prompting and support, retell familiar stories or poems.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Sum Up, Remember Order Picture Clues What Comes Next? 	<ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 17 Writing Center
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws 	<ul style="list-style-type: none"> Story Time Activities
Craft and Structure		
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	Online books in Waterford include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	<ul style="list-style-type: none"> Story Time Activities
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	<ul style="list-style-type: none"> Read With Me Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 13 Reading Center
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities
RL.PK.8 (Not applicable to literature)		
RL.PK.9 With prompting and support using familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 17 Writing Center
Range and Level of Complexity		
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 3, Pg. 367 Animal Beat
READING: INFORMATIONAL TEXT		
Key Ideas and Details		
RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Look at Details 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message
RI.PK.2 With prompting and support, recall important facts from a familiar text.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Picture Clues • What Comes Next? • Look at Details 	<ul style="list-style-type: none"> • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Calendar
RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.	<ul style="list-style-type: none"> • Compare Characters • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Calendar: Tomorrow

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Craft and Structure		
RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	Online Informational books in Waterford include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 2, Pg. 164 The Hungry Thing Rhyme Play
RI.PK.5 Identify the front and back cover of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books Story Time Activities Introduction, Pg. 13 Reading Center
RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas and informational text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books
Integration of Knowledge and Ideas		
RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	<ul style="list-style-type: none"> Words Tell About the Pictures Picture Clues Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities Unit 1, Pg. 37 Print Knowledge: Books
RI.PK.8 (Begins in kindergarten)		
Range and Level of Complexity		
RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities Unit 1, Pg. 31 Bunny Cakes

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
READING: FOUNDATIONAL SKILLS		
Print Concepts		
RF.PK.1a Follow words from left to right, top to bottom, page by page.	All online books, lessons, and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 36 Schedule • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
RF.PK.1b Recognize that spoken words can be written and read.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Picture Story • Look, Listen, and Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 2, Pg. 178 Power I
RF.PK.1c Recognize that words are separated by spaces.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Introduction, Pg. 13 Reading Center
RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • What's Your Name? 	<ul style="list-style-type: none"> • Unit 1, Pg. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet • Unit 4, Pg. 43 Capital Letter Scrapbook • Capital Letter Introduction Activities • Lowercase Letter Introduction Activities

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness		
RF.PK.2a Recognize and produce simple rhyming words.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words song • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and The Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am III: Rhyme Discrimination • Make It Rhyme Activities
RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 5, Pg. 156 Listening Activity: Fishy Syllables
RF.PK.2c Identify many initial sounds of familiar words	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Capital Letter Introduction Activities • Lowercase Letter Introduction Activities • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/
RF.PK.2d (Begins in kindergarten)		
RF.PK.2e (Begins in kindergarten)		
Phonics and Word Recognition		
RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound? 	<ul style="list-style-type: none"> • Capital Letter Introduction Activities • Lowercase Letter Introduction Activities • Unit 5, Pg. 178 Green Eggs and Ham
RF.PK.3b (Begins in kindergarten)		
RF.PK.3c Recognize their name in print as well as other familiar print in the environment.	<ul style="list-style-type: none"> • What's Your Name? 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 35 Calendar and Morning Message • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 1, Pg. 74 Name Magnets • Unit 1, Pg. 82 Letters Make Words
RF.PK.3d (Begins in kindergarten)		

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WRITING		
Text Type and Purposes		
W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	Waterford Reading encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> Letter Picture Writing 	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center Unit 2, Pg. 181 Introducing Journals
W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	Waterford Reading encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> Letter Picture Writing 	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center Unit 2, Pg. 181 Introducing Journals Unit 2, Pg. 242 DP: Pet Store
W.PK.3 (Begins in kindergarten)		
Production and Distribution of Writing		
W.PK.4. (Begins in kindergarten)		
W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings. Or invented spelling to describe an event real or imagined.	Waterford Reading encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> Letter Picture Writing 	<ul style="list-style-type: none"> Unit 2, Pg. 181 Introducing Journals Journal Activities Introduction, Pg. 17 Writing Center
W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	Waterford Reading provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages creativity and collaboration through Play and Practice activities.	<ul style="list-style-type: none"> Unit 7, Pg. 216 Digital Program
Research to Build Knowledge		
W.PK.7 With guidance and support, participate in shared research and shared writing projects.	Waterford Reading provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice activities.	<ul style="list-style-type: none"> Unit 2, Pg. 176 Smell Survey Unit 3, Pg. 331 Thank-you Notes
W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.	<ul style="list-style-type: none"> Connect to Me Sum Up, Five Ws 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
W.PK.9 (Begins in grade 4)		

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING		
Comprehension and Collaboration		
SL.PK.1a Follow agreed-upon rules for discussions during group interactions.	Waterford’s Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 13 Going on a Bear Hunt Unit 1, Pg. 14 School Field Trip Unit 1, Pg. 60 Turn and Talk Matching
SL.PK.1b Continue a conversation through several back and forth exchanges.	Social Emotional videos demonstrate appropriate behavior in model conversations and discussions between various characters.	<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Dramatic Play Centers Unit 1, Pg. 60 Turn and Talk Matching
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	<ul style="list-style-type: none"> Find an Answer 	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 4, Pg. 44 What Makes a Bird? Unit 4, Pg. 69 DP: Aquarium
SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	Students continually follow directions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly. A Repeat button allows students to hear instructions again. If students are inattentive for about 90 seconds, the screen displays a “Go Get Your Teacher” message to summon an adult to support the student.	<ul style="list-style-type: none"> Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 6, Pg. 20 May I Help Game
Presentation of Knowledge and Ideas		
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	<ul style="list-style-type: none"> Look at Details 	<ul style="list-style-type: none"> Unit 1, Pg. 134 Texture Sort Unit 1, Pg. 146 What’s in the Bag? Unit 3, Pg. 286 Grandmas: Same and Different
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	Waterford Reading encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> Look at Details 	<ul style="list-style-type: none"> Journal Activities Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 6, Pg. 58 Journal Prompt: My Great Idea
SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	Waterford Reading introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> Find Me! It’s Not Fair! Perfect Present 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 My Family Unit 5, Pg. 141 Language: Sentence Board Game Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE		
Conventions of Standard English		
L.PK.1a Print many alphabet letters.	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Distinguish Letters • Similarities and Differences in Letters • Alphabet Review 	<ul style="list-style-type: none"> • Capital Letter Introduction Activities • Lowercase Letter Introduction Activities • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals
L.PK.1b Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Nouns • Verbs 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Introduction, Pg. 17 Writing Center • Journal Activities
L.PK.1c Form regular plural nouns.	<ul style="list-style-type: none"> • Songs: More Than One • Plural Nouns 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
L.PK.1d Understand and use question words (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Unit 4, Pg. 69 DP: Aquarium • Unit 7, Pg. 150 What Doesn't Belong?
L.PK.1e Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	<ul style="list-style-type: none"> • Song: Preposition Ship 	<ul style="list-style-type: none"> • Unit 2, Pg. 254 Polly Put the Kettle On
L.PK.1f Begin to speak in complete sentences.	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
L.PK.1g Understands and can follow simple multi-step directions.	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 7, Pg. 151 How to Wash My Bear
L.PK.2a (Begins in kindergarten)		
L.PK.2b (Begins in kindergarten)		
L.PK.2c Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Distinguish Letters • Similarities and Differences in Letters • Alphabet Review • Letter Sound • Name That Letter Sound 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Unit 7, Pg. 151 How to Wash My Bear

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Conventions of Standard English continued</i>		
L.PK.2d (Begins in kindergarten)		
L.PK.3 (Begins in kindergarten)		
Vocabulary Acquisition and Use		
L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).	<ul style="list-style-type: none"> • Song: Savanna Size 	<ul style="list-style-type: none"> • Unit 5, Pg. 151 Dinosaur Stomp
L.PK.4b (Begins in kindergarten)		
L.PK.5a Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tiger, and bears).	<ul style="list-style-type: none"> • Sort • Look at Details • Make Comparisons 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 2, Pg. 248 Plant or Animal • Unit 4, Pg. 108 What Makes an Amphibian?
L.PK.5b Begin to understand opposites of simple and familiar words.	<ul style="list-style-type: none"> • Book: Opposites • Opposites 	<ul style="list-style-type: none"> • Unit 6, Pg. 44 Tuesday Story: Hippopposites
L.PK.5c Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).	<ul style="list-style-type: none"> • Vocabulary Introduction 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 112 Elephant Invitations • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 151 How to Wash My Bear
L.PK.5d (Begins in kindergarten)		
L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and The Rhyme Cheer • Unit 2, Pg. 170. Mad Dash Number Match • Unit 6, pg. 38 DP: To The Moon!

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
V. APPROACHES TO LEARNING		
STANDARD 9.1: CHILDREN DEMONSTRATE INITIATIVE, ENGAGEMENT, AND PERSISTENCE.		
9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time).	<ul style="list-style-type: none"> • Pretend Play • Squirrel’s Sketches • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 110 Plan, Do, Review • Unit 4, Pg. 84 Working Together
9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).	<ul style="list-style-type: none"> • Perfect Present • Marmot Basket • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 80 Pairs • Unit 1, Pg. 134 Texture Sort • Unit 4, Pg. 96 Good Friends Activity: I Try New Things
9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).	Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Activity Centers • Unit 7, Pg. 131 Food Friends Activity: I Pay Attention
9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “This is hard. Can you help me figure it out?”).	Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 80 Pairs • Unit 1, Pg. 132 Erasing Mistakes • Unit 2, Pg. 216 DP: Laundromat • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look--I finished it all by myself!”).	Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 232 Wash the Tables! • Unit 4, Pg. 112 I Can Book • Unit 7, Pg. 246 I Know

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 9.2: CHILDREN SHOW CREATIVITY AND IMAGINATION		
9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	<ul style="list-style-type: none"> • Perfect Present • Marmot Basket 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 7, Pg. 203 Spring Gallop! • Unit 7, Pg. 212 It's Different, But It's Good!
9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	Waterford Early Learning encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> • Pretend Play • Boo Hoo Baby • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 68 DP: Garage • Unit 2, Pg. 216 DP: Laundromat • Unit 3, Pg. 359 DP: Zoo and Animal Sculpture • Unit 7, Pg. 198 Program Decorations
9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling
STANDARD 9.3: CHILDREN IDENTIFY AND SOLVE PROBLEMS.		
9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.").	<ul style="list-style-type: none"> • Marmot Basket • Boo Hoo Baby • Musical Mayhem • Perfect Present 	<ul style="list-style-type: none"> • Unit 2, Pg. 162 Popcorn Number Match • Unit 3, Pg. 359 DP: Zoo and Animal Sculpture • Unit 4, Pg. 13 We're All Happy • Unit 6, Pg. 107 How to Solve a Problem
9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sum Up, Five Ws • Find an Answer • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 4, Pg. 86 Fish Investigation • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 9.3: CHILDREN IDENTIFY AND SOLVE PROBLEMS <i>continued.</i>		
9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	<ul style="list-style-type: none"> • Song: The Scientific Method • Connect to Me • Build Knowledge • Observe a Simple System • Science Investigation 	<ul style="list-style-type: none"> • Unit 1 ,Pg. 148 Ten Little Goldfish • Unit 3, Pg. 342/346 The Water Cycle: Parts 1 & 2
9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	<ul style="list-style-type: none"> • Observe a Simple System 	<ul style="list-style-type: none"> • Introduction, Pg. 25 Morning Meeting and Attendance • Unit 1, Pg. 11 Cleanup and Center Review • Reflection and Dismissal
STANDARD 9.4: CHILDREN APPLY WHAT THEY HAVE LEARNED TO NEW SITUATIONS.		
9.4.1 Use prior knowledge to understand new experiences or problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on a playground).	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation
9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 4, Pg. 86 Fish Investigation
9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters’ emotions).	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 13 We’re All Happy • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth

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VI. MATHEMATICS		
STANDARD 4.1: CHILDREN BEGIN TO DEMONSTRATE AN UNDERSTANDING OF NUMBERS AND COUNTING.		
4.1.1 Count to 20 by ones with minimal prompting.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Counting • Order Numbers • Number Recognition and Sense • Skip Counting • Counting Puzzle 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 248 Read and Write 9
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	<ul style="list-style-type: none"> • Explain Numbers • Number Songs • Counting Songs • Number Instruction • Math Books • Number Counting • Order Numbers • Number Recognition and Sense • Skip Counting • Counting Puzzle 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Activities
4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Number Recognition and Sense • Match Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Activities • Unit 2, Pg. 226 Five Frame Match • Unit 5, Pg. 136 Read and Write 7
4.1.4a Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • One-to-One Correspondence • Number Recognition and Sense • Match Numbers 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 1, Pg. 150 Arrange and Count 4 • Unit 5, Pg. 148 Practice: Heads or Tails • Unit 5, Pg. 171 Quantities to 7
4.1.4b Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • One-to-One Correspondence • Number Recognition and Sense • Match Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 136 Read and Write 7

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 4.1: CHILDREN BEGIN TO DEMONSTRATE AN UNDERSTANDING OF NUMBERS AND COUNTING <i>continued.</i>		
4.1.4c Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).	<ul style="list-style-type: none"> • Make and Count Groups • Moving Target-Dots 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 7, Pg. 247 How Many Are Hiding?
4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	<ul style="list-style-type: none"> • One-to-One Correspondence • Match Numbers • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 6, Pg. 121 Problem Solving: Fair Division
4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more”, “less”, “same”).	<ul style="list-style-type: none"> • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 60 Read and Write 10
STANDARD 4.2: CHILDREN DEMONSTRATE AN INITIAL UNDERSTANDING OF NUMERICAL OPERATIONS.		
4.2.1a Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether”).	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou • Make and Count Groups • Add Groups • Act Out Addition 	<ul style="list-style-type: none"> • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
4.2.1b Represent addition and subtraction by: (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3”).	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Subtract Groups • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 6, Pg. 71 Less Than • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less
4.2.2 Begin to represent simple word problem data in pictures and drawings.	<ul style="list-style-type: none"> • Book: Milton’s Mittens; For the Birds • Act Out Addition • Act Out Subtraction • Flower Story Problems 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 3, Pg. 271 What Comes Next? • Unit 6, Pg. 41 Decomposing 9 • Unit 7, Pg. 147 Charting Weight

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 4.3: CHILDREN BEGIN TO CONCEPTUALIZE MEASURABLE ATTRIBUTES OF OBJECTS AND HOW TO MEASURE THEM.		
<p>4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Train Station Patterns; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Order Size • Length • Capacity • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume
<p>4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest: Measuring Plants • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Capacity 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 91 Decomposing 10 • Unit 7, Pg. 147 Charting Weight
<p>4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest: Measuring Plants • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Capacity 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
STANDARD 4.4: CHILDREN DEVELOP SPATIAL AND GEOMETRIC SENSE.		
<p>4.4.1 Respond to and use positional words (e.g., in , under, between, down, behind).</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • Fist, Middle, Last • Right, Left 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 5, Pg. 232 Here, Kitty, Kitty: Position Words and Letter Sound /k/

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STANDARD 4.4: CHILDREN DEVELOP SPATIAL AND GEOMETRIC SENSE <i>continued.</i>		
<p>4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles & Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 377 Shape Hunt
<p>4.4.3a Manipulate, compare and discuss the attributes of two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Tangrams • Geoboard • Congruency 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 320 Circles • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 368 Shapes Mural • Unit 3, Pg. 377 Shape Hunt • Unit 4, Pg. 8 Flat or Solid?
<p>4.4.3b Manipulate, compare and discuss the attributes of three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).</p>	<ul style="list-style-type: none"> • Song: Corners and Sides • Book: Imagination Shapes • Solid Shapes • Space Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 351 Making Shapes • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid?

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VII. SCIENCE		
STANDARD 5.1: CHILDREN DEVELOP INQUIRY SKILLS.		
<p>5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Magnets • Weather • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 105 Pouring Sounds • Unit 2, Pg. 176 Smell Survey
<p>5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method; Solid or Liquid; Seasons; Plant or Animal • Science Investigation • Materials • Observe a Simple System • Magnets • Weather • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 3, Pg. 342/346 The Water Cycle: Part 1 & 2 • Unit 3, Pg. 365 Seed Investigation
<p>5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method; Precipitation • Science Investigation • Weather • Plants • Mammals • Fish • Birds • Push and Pull • Water • Solid or Liquid • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 24 What Do Scientists Do? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 24 What Makes a Mammal?

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STANDARD 5.1: CHILDREN DEVELOP INQUIRY SKILLS <i>continued.</i>		
5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	<ul style="list-style-type: none"> • Songs: The Scientific Method; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 138 Crunchy and Soggy Snack • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 3, Pg. 306 How Do Plants Drink?
5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	<ul style="list-style-type: none"> • Songs: Plants are Growing; The Scientific Method • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 3, Pg. 365 Seed Investigation • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
STANDARD 5.2: CHILDREN OBSERVE AND INVESTIGATE MATTER AND ENERGY.		
5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Large, Larger, Largest • Books: Buttons, Buttons; I Want to Be a Scientist Like Wilbur and Orville Wright • Sort • Materials 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 144 Mixing Potions • Unit 7, Pg. 142 Weight
5.2.2 Explore changes in liquids and solids when substances are combined, heated or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	<ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid • Water 	<ul style="list-style-type: none"> • Unit 3, Pg. 342/346 The Water Cycle: Parts 1 & 2 • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites

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STANDARD 5.2: CHILDREN OBSERVE AND INVESTIGATE MATTER AND ENERGY <i>continued.</i>		
5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	<ul style="list-style-type: none"> • Songs: Five Senses; Sun Blues • Sight • Touch • Hearing • Taste • Smell • Sun • Common Sounds 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 283 High and Low • Unit 3, Pg. 284 Sunlight and Temperature Investigation
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll
STANDARD 5.3: CHILDREN OBSERVE AND INVESTIGATE LIVING THINGS.		
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Birds; Invertebrates; Vertebrates • Books: Creepy Crawlers; Follow the Apples! • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Vertebrates • Invertebrates • Worms • Plants • Plant or Animal • Food From Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 296 We Are All Growing

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STANDARD 5.3: CHILDREN OBSERVE AND INVESTIGATE LIVING THINGS <i>continued.</i>		
<p>5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living things, such as a hermit crab, and nonliving things, such as a shell).</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Birds; Invertebrates; Vertebrates; Food From Plants • Books: Creepy Crawlers; Follow the Apples! • Living or Nonliving • Water • Sun • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Vertebrates • Invertebrates • Worms • Plants • Plant or Animal • Food From Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?
<p>5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).</p>	<ul style="list-style-type: none"> • Songs: Water; Food From Plants • Books: Follow the Apples!; Mela’s Water Pot • Water • Sun • Food From Plants • Environments: Mammals; Birds; Plants; Worms; Spiders; Fish; Reptiles; Insects; Amphibians; Food From Plants; Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 100 DP: Pond
<p>5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).</p>	<ul style="list-style-type: none"> • Songs: Plants are Growing; Seasons • Book: That’s What I Like, a Book About Seasons • Weather • Calendar/Graph Weather • Plants • Amphibians • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 118 Raising Tadpoles

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STANDARD 5.4: CHILDREN OBSERVE AND INVESTIGATE THE EARTH.		
5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	<ul style="list-style-type: none"> • Songs: Water; Solid or Liquid • Water • Solid and Liquid • Water Environment • Sort 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 337 Exploring Water
5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	<ul style="list-style-type: none"> • Songs: Sun Blues; Living and Nonliving; Plants are Growing • Plants • Sun • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater
5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	<ul style="list-style-type: none"> • Song: Precipitation • Weather • Calendar/Graph Weather • Clouds 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 244 Weather Report
5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for a reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	<ul style="list-style-type: none"> • Song: Pollution Rap; I Am Part of All I See • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 190 Junkyard Sculpture

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STANDARD 5.5: CHILDREN GAIN EXPERIENCE IN USING TECHNOLOGY.		
5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	<ul style="list-style-type: none"> • Science Investigation • Length • Capacity • Push and Pull • Observe a Simple System • Build Knowledge: The Germs; Moon Song; Mine; What Is a Cloud? 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 225 Where We Are • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 4, Pg. 18 Bone Exploration • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 7, Pg. 244 Weather Report
VIII. SOCIAL STUDIES, FAMILY AND LIFE SKILLS		
STANDARD 6.1: CHILDREN IDENTIFY UNIQUE CHARACTERISTICS OF THEMSELVES, THEIR FAMILIES, AND OTHERS.		
6.1.1 Describe characteristics of oneself, one's family, and others.	<ul style="list-style-type: none"> • Books: Mine; Jose Three • My Name is Squirrel • My Family 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 My Family
6.1.2 Demonstrate an understanding of family roles and traditions	<ul style="list-style-type: none"> • My Family • Soup's On! • Party Time 	<ul style="list-style-type: none"> • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Grandma's House • Unit 3, Pg. 288 My Family
6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 286 Grandmas: Same and Different
STANDARD 6.2: CHILDREN BECOME CONTRIBUTING MEMBERS OF THE CLASSROOM COMMUNITY.		
6.2.1 Demonstrate understanding of rules by following most classroom routines.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules
6.2.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I'm Responsible
6.2.3 Demonstrate appropriate behavior when collaborating with others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 2, Pg. 206 Good Friends, Good Listeners

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 6.3: CHILDREN DEMONSTRATE KNOWLEDGE OF NEIGHBORHOOD AND COMMUNITY.		
6.3.1 Develop an awareness of the physical features of the neighborhood/ community.	<ul style="list-style-type: none"> Song: I Am Part of All I See 	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play Unit 5, Pg. 230 DP: Library Unit 6, Pg. 69 DP: Post Office
6.3.2 Identify, discuss, and role-play the duties of a range of community workers.		<ul style="list-style-type: none"> Unit 3, Pg. 328 We All Have Jobs Unit 3, Pg. 330 DP: Fire Station Unit 3, Pg. 345 Which Hat Is Best?
STANDARD 6.4: CHILDREN DEVELOP AN AWARENESS OF THE CULTURES WITHIN THEIR CLASSROOM AND THEIR COMMUNITY.		
6.4.1 Learn about and respect other cultures within the classroom and community	<ul style="list-style-type: none"> Song: Tortillas, Tortillas 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 My Family
IX. WORLD LANGUAGES		
STANDARD 7.1: CHILDREN KNOW THAT PEOPLE USE DIFFERENT LANGUAGES (INCLUDING SIGN LANGUAGE) TO COMMUNICATE, AND WILL EXPRESS SIMPLE GREETINGS, WORDS, AND PHRASES IN A LANGUAGE OTHER THAN THEIR OWN.		
7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	<ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico) 	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 4, Pg. 69 DP: Aquarium

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 7.1: CHILDREN KNOW THAT PEOPLE USE DIFFERENT LANGUAGES (INCLUDING SIGN LANGUAGE) TO COMMUNICATE, AND WILL EXPRESS SIMPLE GREETINGS, WORDS, AND PHRASES IN A LANGUAGE OTHER THAN THEIR OWN <i>continued.</i>		
7.1.2 Say simple greetings, words, and phrases in a language other than their own.	<ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas; A Bird Sang in the Trees; Colors, Colors; Days of the Week; Everybody Loves Saturday Night; Catch Him Just for Fun; Horse and Buggy; Inchworm; Sweet Guava Jelly; Kookaburra; Little Chicks; Little Snowball Bush of Mine; A Very Big Name; On the Bridge of Avignon; The Painted Rooster; Egg on a Queen; Mountain Rabbit; The Sandman; Head, Shoulders, Knees, and Toes; Wake Up; The Bird’s Voice; Oh Welcome, My Friends; An Ox Kissing a Fox; The Flower of My Youth; I Am a Zebra; I Touch My Nose Like This; Tortillas, Tortillas 	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner Unit 4, Pg. 69 DP: Aquarium
7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.	<ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas; A Bird Sang in the Trees; Colors, Colors; Days of the Week; Everybody Loves Saturday Night; Catch Him Just for Fun; Horse and Buggy; Inchworm; Sweet Guava Jelly; Kookaburra; Little Chicks; Little Snowball Bush of Mine; A Very Big Name; On the Bridge of Avignon; The Painted Rooster; Egg on a Queen; Mountain Rabbit; The Sandman; Head, Shoulders, Knees, and Toes; Wake Up; The Bird’s Voice; Oh Welcome, My Friends; An Ox Kissing a Fox; The Flower of My Youth; I Am a Zebra; I Touch My Nose Like This; Tortillas, Tortillas 	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 2, Pg. 251 Body Moves
7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	<ul style="list-style-type: none"> Song: Sing Around the World 	<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling Unit 4, Pg. 13 We’re All Happy

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
X. TECHNOLOGY		
STANDARD 8.1: NAVIGATE SIMPLE ON SCREEN MENUS.		
8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	Students begin Waterford by selecting the icon to open the program. They use the mouse to navigate to their name, and begin their session. Students continue maneuvering the mouse as they interact with the activity. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation
8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	Students begin their session in Waterford Early Learning by selecting the icon to open the program window. They are taught to use the ‘back’ button if they need to close the program before their session time has ended.	<ul style="list-style-type: none"> • Unit 1, Pg. 30 SmartStart Orientation: The Portal Screen • Unit 1, pg. 38 Illustration Investigation
STANDARD 8.2: USE ELECTRONIC DEVICES INDEPENDENTLY.		
8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard	Many activities in Waterford Early Learning requires students to enter the answer on the keyboard, then press ENTER.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 38 Illustration Investigation
8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other device and press “play” and “stop”.	Some activities in Waterford require students to click on the triangular ‘Play’ symbol to begin.	
8.2.3 Turn smart toys on and/or off.	Students accessing Waterford Early Learning on an iPad learn to open and close the application as well as turn the device on and/or off.	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation
8.2.4 Recognize that the number keys are in a row on the top of the keyboard.	As students interact with Waterford Early Learning, Math & Science, they are often asked to enter a number from the keyboard.	
8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	Daily use of Waterford Early Learning’s interactive activities provides educational content in game-like formats with excellent graphics.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center
8.2.6 Use a digital camera to take a picture.	In Waterford’s interactive series, Observe a Simple System, students have the option of taking a picture with a virtual digital camera.	

NEW JERSEY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 8.3: BEGIN TO USE ELECTRONIC DEVICES TO COMMUNICATE.		
8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	Waterford Reading provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages creativity through Play and Practice, Word Processor activities. <ul style="list-style-type: none"> • What's Your Name? 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center
STANDARD 8.4: USE COMMON TECHNOLOGY VOCABULARY.		
8.4.1 Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	As instructions are given in Waterford, children become familiar with basic technology terms such as computer, mouse, keyboard, screen, or touchpad.	<ul style="list-style-type: none"> • Unit 4, Pg. 54 Help the Birds
STANDARD 8.5: BEGIN TO USE ELECTRONIC DEVICES TO GAIN INFORMATION.		
8.5.1 Use the Internet to explore and investigate questions with a teacher's support.		<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 54 Help the Birds

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 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

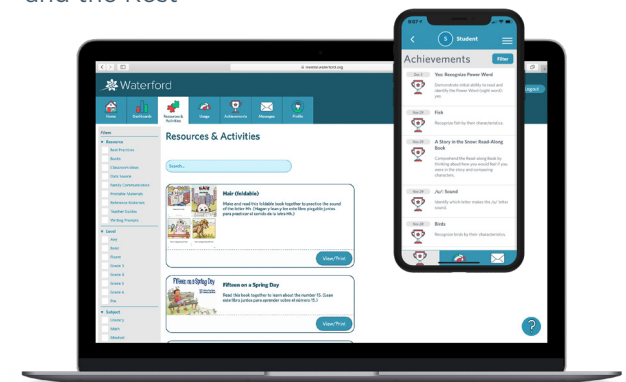
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).