

# CURRICULUM *Correlation*



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

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NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 1: APPROACHES TO LEARNING (AL)</b>		
Play and Engagement in Learning		
PK.AL.1 Actively engages in play as a means of exploration and learning: Indicators		
a. Interacts with a variety of materials and peers through play	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Squirrel’s Sketches</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
b. Participates in multiple play activities with same material.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center; Pg. 16 Sensory Table</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
c. Engages in pretend and imaginative play—testing theories, acting out imagination	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Soup’s On!</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> </ul>
d. Self-selects play activity and demonstrates spontaneity	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 88 Let’s Play</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
e. Uses “trial and error” method to figure out a task, problem, etc.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
f. Demonstrates awareness of connections between prior and new knowledge	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>

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<b>PK.AL.2 Actively engages in problem solving: Indicators</b>		
a. Identifies a problem and tries to solve it independently	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
b. Attempts multiple ways to solve a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
c. Communicates more than one solution to a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
d. Engages with peers and adults to solve problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>Creativity and Imagination</b>		
<b>PK.AL.3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences: Indicators</b>		
a. Uses materials/props in novel ways to represent ideas, characters and objects	<ul style="list-style-type: none"> <li>Soup's On!</li> <li>Perfect Present</li> <li>Papa's Play</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Center Activities</li> <li>Introduction, Pg. 16 Sensory Table</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
b. Identifies new or additional materials to complete a task	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Materials</li> <li>Magnets</li> <li>Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Introduction, Pg. 16 Sensory Table</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>PK.AL.3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences: Indicators <i>continued</i></p>		
<p>c. Experiments to further knowledge</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Observe a Simple System</li> <li>• Science Tools</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
<p>d. Seeks additional clarity to further understanding</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Center Activities</li> <li>• Morning Meetings</li> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
<p>e. Demonstrates innovative thinking</p>	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve A Problem</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Curiosity and Initiative</b>		
PK.AL.4. Exhibits curiosity, interest, and willingness in learning new things and have new experiences: Indicators		
a. Asks questions using who, what, how, why, when, where, what if	<ul style="list-style-type: none"> <li>• Sum Up—Five Ws</li> <li>• Science Investigation</li> <li>• Ask a Question Goldilocks and the Three Bears; Henny Penny</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 150 What Doesn't Belong</li> <li>• Story Time Activities</li> </ul>
b. Expresses an interest in learning about and discussing a growing range of ideas	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
c. Actively explores how things in the world work	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Science Tools</li> <li>• Materials</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
d. Investigates areas of interest	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts)	<ul style="list-style-type: none"> <li>• Tangrams</li> <li>• Geoboard</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.AL.4. Exhibits curiosity, interest, and willingness in learning new things and have new experiences: Indicators <i>continued</i></b>		
g. Willingly engages in new experiences and activities	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; Where in the World Would You Go Today?</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Story Time Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>
<b>Persistence</b>		
<b>PK.AL.5. Demonstrates persistence: Indicators</b>		
a. Maintains focus on a task	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
b. Seeks assistance when the next step seems unclear or appears too difficult	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
c. Modifies strategies used to complete a task	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
<b>DOMAIN 2: PHYSICAL DEVELOPMENT AND HEALTH (PDH)</b>		
<b>Physical Development</b>		
<b>PK.PDH.1. Uses senses to assist and guide learning: Indicators</b>		
a. Identifies sights, smells, sounds, tastes and textures	<ul style="list-style-type: none"> <li>• Song: The Five Senses</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.PDH.1. Uses senses to assist and guide learning: Indicators <i>continued</i></b>		
b. Compares and contrasts different sights, smells, sounds, tastes, and textures	<ul style="list-style-type: none"> <li>• Song: The Five Senses</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>
c. Communicates to discuss sights, smells, sounds, tastes, and textures	<ul style="list-style-type: none"> <li>• Song: The Five Senses</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>
<b>PK.PDH.2. Uses sensory information to plan and carry out movements: Indicators</b>		
a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)	<p><b><i>Mentor Resources:</i></b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
b. Exhibits appropriate body movements when carrying out a task	<p><b><i>Mentor Resources:</i></b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)	<p><b><i>Mentor Resources:</i></b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>



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<b>PK.PDH.3. Demonstrates coordination and control of large muscles: Indicators</b>		
a. Displays an upright posture when standing or seated	<b>Mentor Resources:</b> • Yoga Booklet	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> </ul>
b. Maintains balance during sitting, standing, and movement activities	<b>Mentor Resources:</b> • Yoga Booklet	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit, 6 pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
c. Runs, jumps, walks in a straight line, and hops on one foot		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
d. Climbs stairs using alternating feet		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> </ul>
e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	• Book: Whatever the Weather	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
<b>PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment: Indicators</b>		
a. Navigates age appropriate playground equipment		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.)	<b>Mentor Resources:</b> • Yoga Booklet	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit, 6 pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment: Indicators <i>continued</i></b>		
c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports)	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit, 6 pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
<b>PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills: Indicators</b>		
a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 5, Pg. 219 Spider Webs</li> </ul>
b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 16 Sensory Table</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
c. Uses buttons, zippers, snaps, and hook and tape successfully	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
<b>Physical Fitness</b>		
<b>PK.PDH.6. Engages in a variety of fitness activities: Indicators</b>		
a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 6, pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 178 Fox In a Box</li> </ul>
b. Participates in activities designed to strengthen major muscle groups	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.PDH.6. Engages in a variety of fitness activities: Indicators <i>continued</i></b>		
d. Participates in activities to promote balance and flexibility	<b><i>Mentor Resources:</i></b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
<b>Physical Health and Well-Being</b>		
<b>PK.PDH.7. Demonstrates personal care and hygiene skills: Indicators</b>		
a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul> <b><i>Mentor Resources:</i></b> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
b. Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul> <b><i>Mentor Resources:</i></b> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
c. Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> </ul>
<b>PK.PDH.8. Demonstrates awareness and understanding of healthy habits: Indicators</b>		
a. Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Healthy Food</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.PDH.8. Demonstrates awareness and understanding of healthy habits: Indicators <i>continued</i></b>		
b. Demonstrates ways to self-soothe during times of stress	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
c. Talks about food choices in relationship to allergies and overall health	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising)	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
<b>Physical Safety</b>		
<b>PK.PDH.9. Demonstrates awareness and understanding of safety rules: Indicators</b>		
a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult’s hand when walking on sidewalks or near a street)	<ul style="list-style-type: none"> <li>• Songs: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet)	<ul style="list-style-type: none"> <li>• Songs: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 165 Safe Smelling</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of my Body</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 231 Water Safety</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.PDH.9. Demonstrates awareness and understanding of safety rules: Indicators <i>continued</i></b>		
c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 337 Emergency!</li> </ul>
d. Explains how to get help in emergency situations (e.g., communicates their guardian’s name and phone number)	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 337 Emergency!</li> </ul>
<b>DOMAIN 3: SOCIAL AND EMOTIONAL LEARNING (SEL)</b>		
<b>Self-Awareness and Self Management</b>		
<b>PK.SEL.1. Regulates his/her responses to needs, feelings and events: Indicators</b>		
a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation	<ul style="list-style-type: none"> <li>• Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush</li> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Lost Dinosaur</li> <li>• It’s Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
b. Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different, words and behaviors	<ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• Papa’s Thumb</li> <li>• Squirrel’s Blocks</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
c. Demonstrates an ability to independently modify behavior in different situations	Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> <li>• Unit 6, Pg. 10 Please and Thank You</li> <li>• Unit 6, Pg. 20 Excuse Me Game</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests: Indicators		
a. Describes self using several different characteristics	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa’s Great Athlete</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
b. Identifies self as being part of a family and identifies being connected to at least one significant adult	<ul style="list-style-type: none"> <li>Books; Mine; José Three; Mine; Grandpa’s Great Athlete</li> <li>Come Inside</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
c. Demonstrates knowledge of own uniqueness (talent, interests, preferences, gender, culture, etc.)	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa’s Great Athlete; I Hate Peas; Ooey, Goody Mud; Lumpy Mush; José Three; Play Ball; Movin to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>
e. Identifies the range of feelings one experiences over time and that feelings can change	<ul style="list-style-type: none"> <li>Books: Ooey, Goody Mud; I Hate Peas; Lumpy Mush</li> <li>Do I Have To?</li> <li>It’s Not Fair!</li> <li>Lost and Found</li> <li>Squirrel’s Blocks</li> <li>Lost Dinosaur</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Lots of Feelings</li> <li>Guess How I’m Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> <li>Unit 4, Pg. 52 What Would Pete the Cat Do?</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests: Indicators <i>continued</i></b>		
f. Identifies likes and dislikes, needs and wants, strengths and challenges	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooney Mud; I Hate Peas; Lumpy Mush; Bad News Shoes</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>
g. Exhibits confidence and pride in home language and culture	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooney Mud; Grandpa's Great Athlete; Movin' to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>Social Awareness and Relationships With Others</b>		
<b>PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults): Indicators</b>		
a. Interacts with significant adults	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Find Me!</li> <li>• Where's Papa?</li> <li>• Lost and Found</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
b. Seeks guidance from primary caregivers, teachers and other familiar adults	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
c. Transitions into unfamiliar setting with the assistance of familiar adults		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.SEL.4. Develops positive relationships with their peers: Indicators</b>		
a. Approaches children already engaged in play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
b. Interacts with other children (e.g., in play, conversation, etc.)	<ul style="list-style-type: none"> <li>• Marmot’s Basket</li> <li>• Clubhouse</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
c. Shares materials and toys with other children	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
d. Sustains interactions by cooperating, helping, and suggesting new ideas for play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.SEL.4. Develops positive relationships with their peers: Indicators <i>continued</i></b>		
e. Develops close friendship with one or more peers	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul> <p><b><i>Mentor Resources:</i></b></p> <ul style="list-style-type: none"> <li>• Friends Pictures</li> <li>• How to Listen Like a Friend</li> <li>• This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
f. Offers support to another child or shows concern when a peer appears distressed	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<b>PK.SEL.5. Demonstrates pro-social problem solving skills in social interactions: Indicators</b>		
a. Seeks input from others about a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
c. Uses and accepts compromise; with assistance	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 74 It’s Okay to Say No</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Decision-Making Skills</b>		
PK.SEL.6. Understands and follows routines and rules: Indicators		
a. Displays an understanding of the purpose of rules	<p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
b. Engages easily in routine activities (e.g., story time, snack time, circle time)	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
c. Uses materials purposefully, safely and respectfully as set by group rules	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other’s property as well as their own.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> </ul>
d. With assistance, understands that breaking rules have a consequence	<ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
e. Applies rules in new, but similar situations	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PK.SEL.6. Understands and follows routines and rules: Indicators <i>continued</i>		
f. Demonstrates the ability to create new rules for different situations	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<b>Adaptability</b>		
PK.SEL.7. Adapts to change: Indicators		
a. Easily separates themselves from parent or caregiver		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> </ul>
b. Transitions, with minimal support, between routine activities and new/unexpected occurrences	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>
c. When appropriate, adjusts behavior as appropriate for different settings and/or events	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 22 Arrival and Toy Time</li> <li>• Unit 1, Pg. 33 Reflection and Dismissal</li> </ul>
d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity)	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 22 Arrival and Toy Time</li> <li>• Unit 1, Pg. 33 Reflection and Dismissal</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 4: COMMUNICATION, LANGUAGE, AND LITERACY</b>		
<b>Part A: Approaches to Communication (AC)</b>		
Motivation		
<i>PK.AC.1. Demonstrates motivation to communicate: Indicators</i>		
a. Participates in small or large group activities for story-telling, singing or finger plays	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
b. Asks questions	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 17 Listening Song</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> </ul>
d. Initiates conversations, both verbally and nonverbally	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)	Waterford’s Central Park character, Squirrel, models independence and communicates his choices in engaging videos.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Journal Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Background Knowledge</b>		
<i>PK.AC.2. Demonstrates they are building background knowledge: Indicators</i>		
a. Asks questions related to an item, event or experience	<ul style="list-style-type: none"> <li>Books: Guess What I Am; Where In the World Would You Go Today?; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> </ul>
b. Correctly identifies meanings of words in read-alouds, in conversation, and in the descriptions of everyday items in the world around them	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
c. Attempts to use new vocabulary correctly	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Story Time Activities</li> <li>Journal Activities</li> <li>Center Activities</li> </ul>
d. Makes comparisons to words and concepts	<ul style="list-style-type: none"> <li>Make Comparisons</li> <li>Connect to Me</li> <li>Big and Little</li> <li>Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 176 Smell Survey</li> <li>Unit 2, Pg. 261 Make One More</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 3, Pg. 338 Sort It Out</li> </ul>
<b>Viewing</b>		
<i>PK.AC.3 Demonstrates understanding of what is observed: Indicators</i>		
a. Uses vocabulary relevant to observations	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>PK.AC.3 Demonstrates understanding of what is observed: Indicators continued</i>		
b. Asks questions related to visual text and observations	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Center Activities</li> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”)	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Find an Answer</li> <li>• Science Investigation</li> <li>• Read with Me Books</li> <li>• Read-Along</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> </ul>
<b>Vocabulary</b>		
<i>PK.AC.4. Demonstrates a growing receptive vocabulary: Indicators</i>		
a. Understands and follows spoken directions	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)	<ul style="list-style-type: none"> <li>• Vocabulary Introduction</li> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Dramatic Play Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>PK.AC.4. Demonstrates a growing receptive vocabulary: Indicators continued</i>		
d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Morning Meetings</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>
<i>PK.AC.5. Demonstrates a growing expressive vocabulary: Indicators</i>		
a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 4, Pg. 4 Guess How I’m Feeling</li> </ul>
b. Increasingly uses more complex words in conversations	Activities provide opportunities for students to read, to be read to, to respond to texts, and to use words and phrases acquired through conversation.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
c. Uses new and rare words introduced by adults or peers	Activities provide opportunities for students to read, to be read to, to respond to texts, and to use words and phrases acquired through conversation.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
d. Begins to use appropriate volume and speed so spoken message is understood	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Dramatic Play Activities</li> </ul>
e. Initiates conversations about a book, situation, event or print in the environment	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Representing		
<i>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods: Indicators</i>		
a. Uses facial expressions, body language, gestures, or sign language to express ideas	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I am Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Guess How I’m Feeling</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> </ul>
b. Uses existing objects to represent desired or imagined objects in play or other purposeful way	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> <li>• Soup’s On</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
c. Uses visual media to represent an actual experience	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Visual Arts Activities</li> <li>• Journal Activities</li> <li>• Introduction, Pg. 8 Art Center</li> </ul>
d. Reviews and reflects on their own representations		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Journal Activities</li> </ul>
e. Writes and/or draws to communicate meaning with peers and adults during play	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 4B. COMMUNICATION, LANGUAGE, AND LITERACY</b>		
<b>Part B: English Language Arts and Literacy</b>		
Reading Foundations: Print Concepts		
<i>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print: Indicators</i>		
a. Recognizes that words are read from left to right, top to bottom, and page to page	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality Introduction</li> <li>• Read with Me Books</li> <li>• Picture Story</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Story Time Activities</li> </ul>
b. Recognizes that spoken words are represented in written language	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
c. Understands that words are separated by spaces in print	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
e. Recognizes that letters are grouped to form words	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
f. Differentiates letters from numerals	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Distinguish Letters (Alphabet Introduction)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Capital letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Read and Write Number Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print: Indicators continued</i>		
g. Identifies front cover and back cover	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality Introduction</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
Reading Foundations: Phonological Awareness		
<i>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes): Indicators</i>		
a. Begins to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays)	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
b. Begins to recognize individual syllables within spoken words (e.g. cup-cake, base-ball)	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5 Pg. 202 Circus Syllables</li> </ul>
c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map)	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound Songs</li> <li>• Coloring Game (Make a Scene)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>• Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Foundations: Phonics and Word Recognition</b>		
<i>PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills: Indicators</i>		
a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>
<b>Reading Foundations: Fluency</b>		
PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<b>Reading: Key Ideas and Details</b>		
PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
PK.ELAL.6. [PKR.2] Retells stories or share information from a text	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up—Remember Order</li> <li>• Sum Up—Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>• Dramatic Play Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading: Key Ideas and Details <i>continued</i></b>		
PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Peek at the Story</li> <li>• Describe Characters</li> <li>• Sum Up—Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Story Time Activities</li> </ul>
<b>Reading: Craft and Structure</b>		
PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Power Words</li> <li>• Vocabulary Introduction</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why</li> </ul>
PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Morning Meetings</li> <li>• Dramatic Play Activities</li> <li>• Music and Dance Activities</li> </ul>
PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading: Integration of Knowledge and Ideas</b>		
PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>
PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>
<b>Writing: Text Types and Purposes</b>		
PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing: Research to Build and Present Knowledge</b>		
PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Sum Up—Five Ws</li> <li>• Sum Up—Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
<b>Speaking and Listening: Comprehension and Collaboration</b>		
<i>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play: Indicators</i>		
a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
b. Participates in conversations through multiple exchanges	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
c. Considers individual differences when communicating with others	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play: Indicators continued</i>		
PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
PK.ELAL.21. [PKSL.3] Identifies the speaker		<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>		
PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Look at Details</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Journal Activities</li> </ul>
PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooley Mud; I Hate Peas; Lumpy Mush</li> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Lost and Found</li> <li>• Soup’s On!</li> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Lost Dinosaur</li> <li>• It’s Not Fair!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Music and Dance Activities</li> <li>• Introduction, Pg. 8 Art Center; Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Music Activities</li> <li>• Unit 4. Pg. 117 Giraffes Can Dance!</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Speaking and Listening: Language</b>		
<p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<p>PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
<b>Speaking and Listening: Knowledge of Language</b>		
<p>PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why</li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Speaking and Listening: Vocabulary Acquisition and Use		
<i>PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings: Indicators</i>		
<p>a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<p>b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)</p>	<ul style="list-style-type: none"> <li>• Songs: Big Small; Savanna Size; Synonym Tree; Antonym Ant</li> <li>• Book: Opposites</li> <li>• Opposites</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 42 Opposites and Letter Sound /o/</li> <li>• Unit 6, Pg. 46 Listening Activity: Opposites Onset-Rime</li> </ul>
<p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 5: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS (MATH)</b>		
<b>Counting and Cardinality</b>		
<b>Know number names and the count sequence</b>		
PK.MATH.1. [NY-PK.CC.1.] Counts to 20	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number Counting</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Make and Count Groups</li> <li>Match Numbers</li> <li>One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<b>Counts to tell the number of objects</b>		
PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Order Numbers</li> <li>One-to-One Correspondence</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Order Numbers</li> <li>One-to-One Correspondence</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 2, pg. 261 Make One More</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Counts to tell the number of objects <i>continued</i></b>		
<p>PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p>	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many are there?)</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-One Correspondence</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<p>PK.MATH.4b. [NY-PK.CC.4b] Given a number from 1-10, counts out that many objects</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
<b>Compares Numbers</b>		
<p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<p>PK.MATH.7. [NY-PK.CC.6.] Identifies first and last related to order or position</p>	<ul style="list-style-type: none"> <li>• Songs: Positioning; Monster Trucks</li> <li>• First, Next, and Last</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Operations and Algebraic Thinking</b>		
Understands addition as adding to, and understands subtraction as taking from		
PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
Understands simple patterns		
PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABC</li> <li>• Pattern ABB</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg., 59 ABC Patterns</li> </ul>
<b>Measurement and Data</b>		
Describes and compares measurable attributes		
PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Size</li> <li>• Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Sorts objects and counts the number of objects in each category</b>		
<p>PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites; All Sorts of Laundry; Savanna Size; Same and Different</li> <li>• Books: Imagination Shapes; The Shape of Things; Buttons, Buttons</li> <li>• Size</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
<b>Geometry</b>		
<b>Identifies and describes shapes (squares, circles, triangles, and rectangles)</b>		
<p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p>	<ul style="list-style-type: none"> <li>• Songs: Positioning; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Monster Trucks</li> <li>• Books: Up in the Air; The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Above, Below, Next to, On</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Identifies and describes shapes (squares, circles, triangles, and rectangles) <i>continued</i></b>		
PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes</li> <li>• Books: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
<b>Explores and creates two and three-dimensional objects</b>		
PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes</li> <li>• Books: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components (e.g., sticks, blocks, clay)	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>
<b>DOMAIN 5B: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE (SCI)</b>		
<b>Physical Science</b>		
<b>PK.SCI.1. [P-PS1-1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid: Indicators</b>		
a. Observes and describes similarities and differences between solids and liquids based on their physical properties	<ul style="list-style-type: none"> <li>• Song: Solid or Liquid, Matter</li> <li>• Solid and Liquid</li> <li>• Book: Pancakes Matter</li> <li>• States of Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>
b. Compares and categorizes solids and liquids based on their physical properties	<ul style="list-style-type: none"> <li>• Song: Solid or Liquid, Matter</li> <li>• Solid and Liquid</li> <li>• Book: Pancakes Matter</li> <li>• States of Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.SCI.2. [P-PS2-1.] Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull: Indicators</b>		
a. Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object)	<ul style="list-style-type: none"> <li>• Song: Push and Pull; Gravity</li> <li>• Book: Mr. Mario’s Neighborhood</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7 Pg. 141 Tool Workshop</li> </ul>
<b>PK.SCI.3. [P-PS4-1.] Plans and conducts investigations to provide evidence that sound is produced by vibrating materials: Indicators</b>		
a. Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers	<ul style="list-style-type: none"> <li>• Book: What Sounds Say</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 117 Jar Symphony</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 6, Pg. Rhythm Stick Sounds</li> <li>• Unit 6, Pg. 86 Drum Craft</li> <li>• Unit 7, Pg. 235 Rain Sticks</li> </ul>
<b>Life Sciences</b>		
<b>PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive: Indicators</b>		
a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment)	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants; Water; Food From Plants</li> <li>• Books: A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Healthy Plants’ Needs</li> <li>• Plants</li> <li>• Water</li> <li>• Food From Plants</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>
<b>PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment: Indicators</b>		
a. Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals)	<ul style="list-style-type: none"> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment: Indicators <i>continued</i>		
b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals)	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal</li> <li>• Books: A Seed Grows</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
PK.SCI.6. [P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents: Indicators		
a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal</li> <li>• Books: A Seed Grows</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>PK.SCI.6. [P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents: Indicators <i>continued</i></p>		
<p>b. Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting)</p>	<ul style="list-style-type: none"> <li>• Animal Life Cycle and Growth</li> <li>• Observe a Simple System</li> <li>• Plants</li> <li>• Book: Watch the Woolly Worm</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul>
<p><b>Earth and Space Sciences</b></p>		
<p>PK.SCI.7. [P-ESS1-1.] Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns: Indicators</p>		
<p>a. Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon’s shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions)</p>	<ul style="list-style-type: none"> <li>• Song: Sun Blues; The Moon; Seasons</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 6, Pg. 38 Dramatic Play: To the Moon!</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
<p>PK.SCI.8. [P-ESS2-1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally: Indicators</p>		
<p>a. Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear)</p>	<ul style="list-style-type: none"> <li>• Book: That’s What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<p>b. Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot)</p>	<ul style="list-style-type: none"> <li>• Book: That’s What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Calendar/Graph Weather</li> <li>• Weather</li> <li>• Weather Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.SCI.9. [P-PS3-1.] Plans and conducts an investigation to determine the effect of sunlight on Earth’s surface: Indicators</b>		
a. Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things.)	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> </ul>
<b>Engineering Design</b>		
PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Graphing; Tallying</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Graphs</li> <li>• Materials</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
PK.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 57 Cooking Apples Investigation</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 6, Pg. 54 Germs</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 5C: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES (SOC)</b>		
<b>Individual Development and Cultural Identity</b>		
<b>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community: Indicators</b>		
a. Identifies self by using characteristics such as eye color, hair color, age	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Grandpa’s Great Athlete</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 247 Clay Portraits</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
b. Describes how each person is unique and important	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 1, Pg. 4 The Name Song</li> <li>Unit 2, Pg. 247 Clay Portraits</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
c. Identifies as a member of a group	<ul style="list-style-type: none"> <li>Books: José Three; Grandpa’s Great Athlete</li> <li>My Family</li> <li>Clubhouse</li> <li>Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 1, Pg. 4 The Name Song</li> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures: Indicators</b>		
a. Talks about and/or shows items related to cultural traditions . [E.g. Describes some of the dances, foods, and special events related to culture	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
b. Describes own community and/or cultural group	<ul style="list-style-type: none"> <li>Books: José Three; Grandpa’s Great Athlete</li> <li>My Family</li> <li>Clubhouse</li> <li>Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Civic Ideals and Practices</b>		
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities: Indicators		
a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
b. Recognizes that people depend on community helpers to provide goods and services	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
c. Identifies the tools and equipment that correspond to various roles and jobs	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> </ul>
d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
PK.SOC.4. Begins to learn basic civic and democratic principles: Indicators		
a. Expresses that rules are for everyone	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
b. Identifies rules that protect themselves and others	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 2, Pg. 165 Safe Smelling</li> <li>Unit 3, Pg. 287 Sun Safe Song</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm In Charge of My Body</li> <li>Unit 6, Pg. 76 Germs Make People Sick</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.SOC.4. Begins to learn basic civic and democratic principles: Indicators <i>continued</i></b>		
c. Describes possible consequences when rules are not followed	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
d. Participates in making group rules and/or rules for daily routines and transitions	<p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
e. Follows rules and may remind others of the rules	<p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
f. Demonstrates preferences and choices by participating when the class votes to make simple decisions		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 48 Flag On the Moon</li> </ul>
<b>Geography, Humans and the Environment</b>		
<b>PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions: Indicators</b>		
a. Identifies features of own home and familiar places	<ul style="list-style-type: none"> <li>• Book: Your Backyard</li> <li>• Create Your Own Environment</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
b. Names the street, neighborhood, city and/or town where they live	<ul style="list-style-type: none"> <li>• Book: Your Backyard</li> <li>• Create Your Own Environment</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions: Indicators <i>continued</i></b>		
c. Uses words that indicate direction, position and relative distance	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials	<ul style="list-style-type: none"> <li>• Create Your Own Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<b>Time, Continuity and Change</b>		
<b>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities: Indicators</b>		
a. Identifies routines and common occurrences in own life		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pf. 11 Clean Up and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
b. Identifies changes over time in themselves, their families, and in the wider community	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Thomas Edison</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
c. Retells important events in sequential order	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up—Remember Order</li> <li>• Sum Up—Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities: Indicators <i>continued</i></p>		
<p>d. Demonstrates interest in current events that relate to family, culture, and community</p>	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul>	<ul style="list-style-type: none"> <li>Morning Meetings</li> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 333 Tortillas, Tortillas: Family</li> <li>Unit 4, Pg. 122 Journal Prompt: My Adventure</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
<p>e. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby” or “before I moved to my new house”</p>	<ul style="list-style-type: none"> <li>Song: It Happened Yesterday</li> <li>Books: The Watermelon Seed; José Three; I Can’t Wait</li> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Schedule</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
<p><b>Economic Systems</b></p>		
<p>PK.SOC.7. Develops a basic understanding of economic concepts within a community: Indicators</p>		
<p>a. Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs)</p>	<ul style="list-style-type: none"> <li>Books: Bugs For Sale; Fudge For Sale; Bad News Shoes</li> <li>Pretend Play</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Money</li> <li>Classroom Helpers</li> <li>All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 5D: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS (ARTS)</b>		
<b>Dance</b>		
<b>PK.ARTS.1. [DA:Cr1-3.PK] Creates Dance: Indicators</b>		
<p>a. Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues)</p>	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Activities</li> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
<p>b. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence</p>	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
<b>PK.ARTS.2. [DA:Pr4-6.PK] Performs Dance: Indicators</b>		
<p>a. Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space</p>	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This; Positioning; Monster Trucks</li> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
<p>b. Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo</p>	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
<p>c. Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music</p>	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>



NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.ARTS.3. [DA:Re7-9.PK] Responds to Dance: Indicators</b>		
a. Identifies a movement in a dance by repeating it	<ul style="list-style-type: none"> <li>Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
b. Demonstrates observed or performed movements originating from diverse dance genres (e.g., tap, ballet, contemporary) and imitate those dance movements	<ul style="list-style-type: none"> <li>Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Dance Activities</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
c. Observes a movement and shares impressions	<ul style="list-style-type: none"> <li>Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
<b>PK.ARTS.4. [DA:Cn10-11.PK] Connects to Dance: Indicators</b>		
a. Recognizes the expression of emotion while watching or performing a dance	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
b. Demonstrates a dance movement experienced at home or elsewhere	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	
c. Observes a work of dance, replicates movements and asks questions about the choreography	<ul style="list-style-type: none"> <li>Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> </ul>	
<b>Media Arts</b>		
<b>PK.ARTS.5. [MA:Cr1-3.PK] Creates Media Arts: Indicators</b>		
a. Discovers and explores media arts tools	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> </ul>
<b>PK.ARTS.6. [MA:Cr4-6.PK] Produces Media Arts: Indicators</b>		
a. Explores various ways to present media artwork	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>ABC: Coloring</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.ARTS.7. [MA:Re7-9.PK] Responds and Connects to Media Arts: Indicators</b>		
a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, human- made images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)	<ul style="list-style-type: none"> <li>• Songs: Colors, Colors; The Painted Rooster</li> <li>• Book: Lizard and the Painted Rock</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 7, Pg. 216 Digital Program</li> </ul>
b. Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 7, Pg. 216 Digital Program</li> </ul>
<b>Music</b>		
<b>PK.ARTS.8. [MU:Cr1-3.PK] Creates Music: Indicators</b>		
a. Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings)	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Book: What Sounds Say</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
b. Shares musical ideas with peers	<ul style="list-style-type: none"> <li>• Book: What Sounds Say</li> <li>• Mama’s Melody</li> <li>• Baby’s Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
<b>PK.ARTS.9. [MU:Pr4-6.PK] Performs Music: Indicators</b>		
a. Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression- singing songs, moving in time to the music with dance props or bodily movements)	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> <li>• Book: Movin’ to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 371 Where Is Thumbkin: Find the Marble</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>
b. Practices and demonstrates what they like about their own performances	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.ARTS.10. [MU:Re7-9.PK] Responds to Music: Indicators</b>		
a. Demonstrates and states personal preference for varied musical selections provided by the teacher	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
b. Explores and demonstrates awareness of the contrasts and expressive qualities of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo)	<ul style="list-style-type: none"> <li>• Book: What Sounds Say</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
c. Responds appropriately to aural and visual cues	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble</li> <li>• Unit 6, Pg. 22 Find the Beat</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Program</li> <li>• Dramatic Play Activities</li> </ul>
<b>PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music: Indicators</b>		
a. Explores and imitates sounds found in the environment	<ul style="list-style-type: none"> <li>• Songs: Sound</li> <li>• Book: Movin’ to the Music Time; What Sounds Say</li> <li>• Animal Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You</li> <li>• Unit 1, Pg. 105 Pouring Sounds</li> <li>• Unit 1, Pg. 117 Jar Symphony</li> <li>• Unit 1, Pg. 118 Sound Order</li> </ul>
b. Imagines and describes places, times, and reasons for making and listening to music	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Music and Dance Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>
c. Performs/explores folk music from a variety of cultures	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>	
d. Performs/explores music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story	<ul style="list-style-type: none"> <li>• Song: Sound</li> <li>• Sing Around the World Songs</li> <li>• Book: Movin’ to the Music Time</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Theater</b>		
<b>PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts: Indicators</b>		
a. Transitions between imagination and reality in dramatic play	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa’s Play</li> <li>Real and Make-believe</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
b. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
c. Uses gestures, words, sounds, and movements in dramatic play	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts: Indicators</b>		
a. Identifies characters and setting in dramatic play or guided drama	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Story Time Activities</li> </ul>
b. Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out)	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
c. Uses body and voice to communicate emotions in dramatic play	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>PK.ARTS.14. [TH:Re7-9.PK] Responds to Theatrical Arts: Indicators</b>		
a. Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials)	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
b. Discusses the experiences of characters in dramatic play	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
c. Makes connections between themselves and a character	<ul style="list-style-type: none"> <li>Connect to Me</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.ARTS.15. [TH:Cn10-11.PK] Connects to Theatrical Arts: Indicators</b>		
a. Identifies the similarities between a story and personal experiences in dramatic play	<b>Mentor Resources:</b> • What Would You Do?	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
b. Identifies stories that are similar to one another in dramatic play		<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>• Unit 7, Pg. 216 Digital Program</li> </ul>
c. Tells a short story in dramatic play	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>Visual Arts</b>		
<b>PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts: Indicators</b>		
a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> </ul>
b. Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake)	<ul style="list-style-type: none"> <li>• Song: The Painted Rooster</li> <li>• Book: Lizard and the Painted Rock</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist’s Statement</li> </ul>
c. Shares and talks about personal artwork	<ul style="list-style-type: none"> <li>• Song: The Painted Rooster</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist’s Statement</li> </ul>
<b>PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts: Indicators</b>		
a. Selects art objects for saving or display, explaining why they are chosen		<ul style="list-style-type: none"> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
b. Identifies places, both inside and outside of school, where art can be displayed or saved	<ul style="list-style-type: none"> <li>• Book: Lizard and the Painted Rock</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.ARTS.18. [VA:Re7-9.PK] Responds to Visual Arts: Indicators</b>		
a. Recognizes and shares preferences and/or reactions to art in one’s environment	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Book: Lizard and the Painted Rock</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
b. Distinguishes between images and real objects	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Real and Make-believe</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> <li>• Visual Arts Activities</li> </ul>
c. Selects a preferred artwork	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts: Indicators</b>		
a. Imagines, invents, and creates art that tells a story about life	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Book: Lizard and the Painted Rock</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Journal Activities</li> </ul>
b. Recognizes that people make works of art and design	<ul style="list-style-type: none"> <li>• Book: Lizard and the Painted Rock</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> </ul>
<b>DOMAIN 5E COGNITION AND KNOWLEDGE OF THE WORLD: TECHNOLOGY, COMPUTER SCIENCE, AND DIGITAL LITERACY 2011</b>		
<b>Foundations to Technology</b>		
<b>1. Describes types of materials and how they’re used.</b>		
a. Discusses or describes characteristics of materials in the environment.	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Materials</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
b. Explains some uses for materials, e.g., wood, fur, plastic.	<ul style="list-style-type: none"> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
c. Creates structures with various materials to determine which do/don’t work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Explores and uses various types of tools appropriately.</b>		
a. Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave..	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
b. Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine..	Children select the Waterford icon to begin their session. While interacting with Waterford activities, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
c. Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
d. Uses common tools to create simple objects or structures.	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
e. Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).		<ul style="list-style-type: none"> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.</b>		
a. Identifies examples of technology used in daily life (e.g., telephone, computers, car).	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>
b. Describes how technology can make finding information, completing tasks and solving problems faster and easier.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>
c. Identifies examples of how technology affects the environment, including home and school environments.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> </ul>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Using Technology</b>		
<b>4. Understands the operation of technology systems.</b>		
a. Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine..	Children select the Waterford icon to begin their session. While interacting with Waterford activities, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> </ul>
b. Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> </ul>
c. Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>
<b>5. Uses the knowledge of technology to increase learning.</b>		
a. Uses computer to write, draw and explore concepts.	Many activities in Waterford offer children choices and encourage them to express their own ideas. Examples: Coloring Game (Make a Scene), to review letter name, shape, and sound, Write About It for keyboarding, and Create Your Own Environment in the study of environments.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>
b. Learns basic skills by using age appropriate computer programs.	Children select the Waterford icon to begin their session. While interacting with Waterford, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>
c. Uses technology tools independently (e.g., instructional media games, digital cameras).	Children access Waterford by selecting the desktop icon. Personalized instruction enables students to progress through the sequence independently, at their own pace, offering more challenging activities when they are ready.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>



## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

### Readable Books (Record, Read, Listen)

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

### Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

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

## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

## SPANISH FAMILY ENGAGEMENT RESOURCES

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

## SONGS

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

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

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

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

#### Comprehension and Vocabulary

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

### Readiness Skills Letters

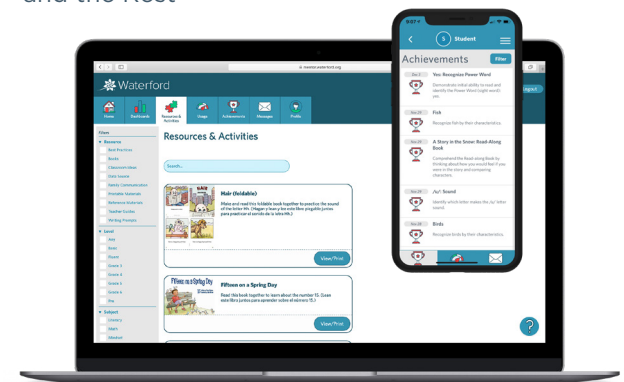
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### Phonological Awareness Letters

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

## WATERFORD MENTOR

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



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