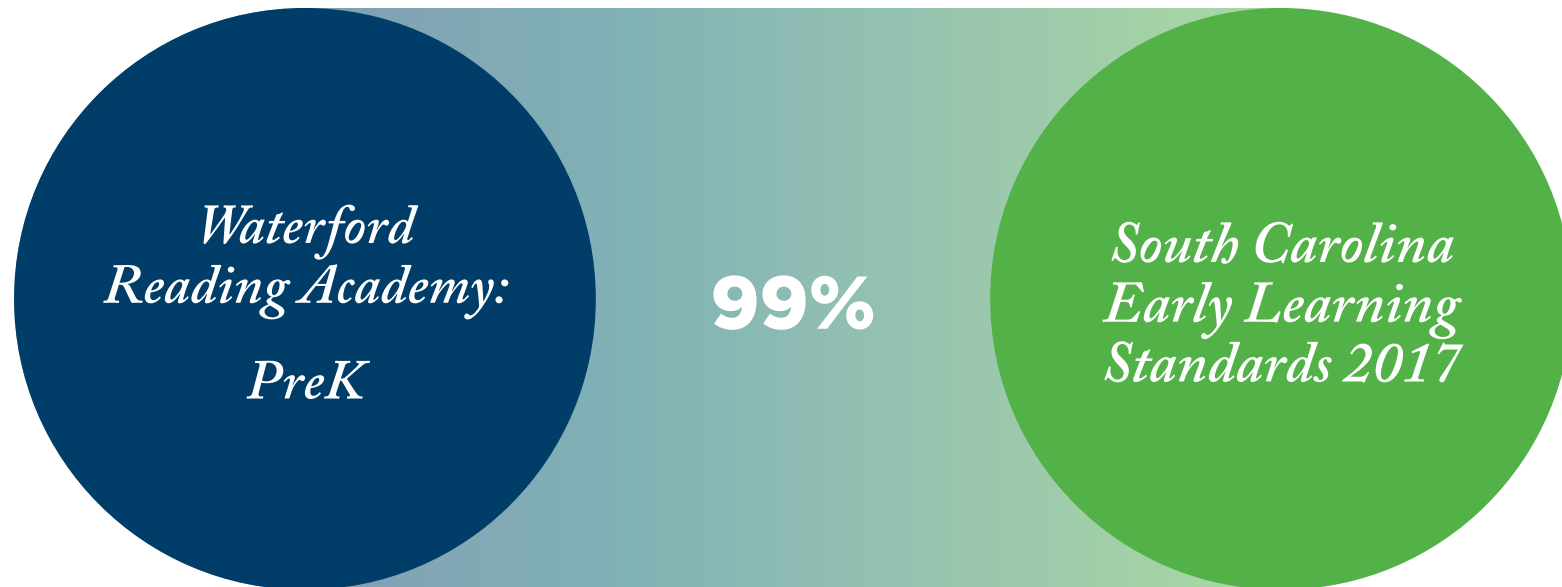


# CURRICULUM *Correlation*



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

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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APPROACHES TO PLAY AND LEARNING</b>		
<b>CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS</b>		
<b>Goal APL-1: Children show curiosity and express interest in the world around them.</b>		
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n	<ul style="list-style-type: none"> <li>Find Me!</li> <li>Where's Papa?</li> <li>Soup's On!</li> <li>Perfect Present</li> <li>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
Discover things that interest and amaze them and seek to share them with others. APL-1m	<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</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <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> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
Show interest in a growing range of topics, ideas, and tasks. APL-1o	<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</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	<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</li> <li>Science Investigation</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
<b>Goal APL-2: Children actively seek to understand the world around them.</b>		
Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	<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</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> </ul>
Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). APL-2m	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Science Investigation</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> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal APL-2: Children actively seek to understand the world around them <i>continued</i>.</b>		
Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>PLAY AND IMAGINATION</b>		
<b>Goal APL-3: Children engage in increasingly complex play.</b>		
Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
Use more complex and varied language to share ideas and influence others during play. APL-3s	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>• Unit 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 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
Demonstrate their cultural values and "rules" through play (tells another child, "That's not what we eat for breakfast."). APL-3u	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>	<b>WATERFORD TEACHER RESOURCES</b>
<b>Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>		
Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 133 Farmer in the Dell: Word Mix-up</li> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, Pg. 328 We All Have Jobs</li> <li>Unit 3, Pg. 345 Which Hat Is Best?</li> <li>Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> </ul>
Make up stories, songs, or dances for fun during play. APL-4o	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 85 Storytelling with Instruments</li> </ul>
Invent new games. APL.4p	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>RISK TAKING, PROBLEM SOLVING, AND FLEXIBILITY</b>		
<b>Goal APL-5: Children are willing to try new and challenging experiences.</b>		
Express a belief that they can do things that are hard. APL-5o	<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</li> <li>Marmot’s Basket</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>Unit 7, Pg. 246 I Know</li> </ul>
Approach new experiences independently. APL-5p	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 7, Pg. 212 It’s Different, But It’s Good!</li> <li>Unit 7, Pg. 246 I Know</li> </ul>
Ask to participate in new experiences that they have observed or heard about. APL-5q	<ul style="list-style-type: none"> <li>Find Me!</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. 76 Taking Turns Game</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Independently seek new challenges. APL-5r	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
<b>Goal APL-6: Children use a variety of strategies to solve problems.</b>		
Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6n	<ul style="list-style-type: none"> <li>Book: Milton’s Mittens</li> <li>Lost and Found</li> <li>Marmot’s Basket</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 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> </ul>
Describe the steps they will use to solve a problem. APL-6o	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. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	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. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal APL-6: Children use a variety of strategies to solve problems <i>continued</i>.</b>		
Explain how they solved a problem to another person. APL-6q	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 4, Pg. 96 Good Friends Activity: I Try New Things</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>ATTENTIVENESS, EFFORT, AND PERSISTENCE</b>		
<b>Goal APL-7: Children demonstrate initiative.</b>		
Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7k	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> <li>• Marmot’s Basket</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Family Photo Fun: Dinner Time</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7m	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
<b>Goal APL-8: Children maintain attentiveness and focus.</b>		
Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k	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>
Consistently remain engaged in self-directed activities. APL-8l	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal APL-8: Children maintain attentiveness and focus <i>continued</i>.</b>		
Shift attention back to a task after having been diverted from it. APL.8m	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 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>
<b>Goal APL-9: Children persist at challenging activities.</b>		
Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	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. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i	Waterford activities run on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	Waterford activities run on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</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>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMOTIONAL AND SOCIAL DEVELOPMENT</b>		
<b>DEVELOPING A SENSE OF SELF</b>		
<b>Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>		
Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o	<ul style="list-style-type: none"> <li>Books: Mine; Jose 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 6, Pg. 14 Picturing My Body</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>Unit 7, Pg. 246 I Know</li> </ul>
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	<ul style="list-style-type: none"> <li>Song: Tortillas, Tortillas</li> <li>Come Inside</li> <li>My Family</li> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	Consistent review and practice throughout the Waterford sequence builds student awareness of, and confidence in, the skills they are learning.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>Unit 7, Pg. 246 I Know</li> </ul>
<b>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>		
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel’s Sketches</li> <li>Come Inside</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
Express the belief that they can do many things. ESD-2o	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot’s Basket</li> <li>Soup’s On!</li> <li>Squirrel Sketches</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>Unit 7, Pg. 246 I Know</li> </ul>



# SOUTH CAROLINA EARLY LEARNING STANDARDS 2017

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do <i>continued</i>.</b>		
Stick with tasks even when they are challenging. ESD-2p	Digital Resources run on a dynamic sequence engine that responds to each child’s individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</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>
Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). ESD-2q	<ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Where’s Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
<b>DEVELOPING A SENSE OF SELF WITH OTHERS</b>		
<b>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>		
Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3t	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Where’s Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</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>
Form positive relationships with new teachers or caregivers over time. ESD-3u		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</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>
Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v	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 3, Pg. 375 Trusted Adults</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. 75 Grown-up Manners</li> </ul>
<b>Goal ESD-4: Children form relationships and interact positively with other children.</b>		
Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</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. 107 How to Solve a Problem</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal ESD-4: Children form relationships and interact positively with other children <i>continued</i>.</b>		
Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Seek and give support to children they identify as friends. ESD-4r	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Marmot's Basket</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	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. 10 Good Playing Rules</li> <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> </ul>
Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	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. 10 Good Playing Rules</li> <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> </ul>
<b>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>		
Follow social rules, transitions, and routines that have been explained to them. ESD-5r	<ul style="list-style-type: none"> <li>• Party Time</li> <li>• Soup's On!</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 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>
Make requests clearly and effectively most of the time. ESD-5s	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</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 6, Pg. 20 May I Help Game</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups <i>continued.</i>		
Balance their own needs with those of others in the group. ESD-5t	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Relationship Skills</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 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u	<ul style="list-style-type: none"> <li>• Family Photo Fun: The Picnic; Dinner Time; Broken Lamp</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v	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 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Express respect and caring for all people, including people with disabilities. ESD-5w	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; In the Rain</li> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</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 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Recognize and honor cultural differences. ESD-5x	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>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LEARNING ABOUT FEELINGS</b>		
<b>Goal ESD-6: Children identify, manage, and express their feelings.</b>		
Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• My Family</li> <li>• Soup's On!</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Self-Management; Emotion Cards; Guess How I'm Feeling</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> </ul>
Independently manage and express feelings effectively most of the time. ESD-6p	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 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>
Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Soup's On</li> <li>• Lost and Found</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
Use problem-solving strategies when feeling angry or frustrated. ESD-6s	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 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
<b>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</b>		
Communicate understanding and empathy for others' feelings. ESD-7n	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</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>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 7, Pg. 184 Consequence Game</li> </ul>



# SOUTH CAROLINA EARLY LEARNING STANDARDS 2017

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Goal ESD-7: Children recognize and respond to the needs and feelings of others <i>continued</i> .		
Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p	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 3, Pg. 318 Growing Into a Good Audience</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 10 Please and Thank You</li> </ul>
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>		
<b>PHYSICAL HEALTH AND GROWTH</b>		
Goal HPD-1: Children develop healthy eating habits.		
Try new foods. HPD-1s		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
Feed themselves with utensils independently. HPD-1t		
Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Food Pictures (Healthy Eating); My Healthy Plate</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> </ul>
Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Food Pictures (Healthy Eating); My Healthy Plate</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> </ul>
Name foods and beverages that help to build healthy bodies. HPD-1w	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Food Pictures (Healthy Eating); My Healthy Plate</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> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.</b>		
Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2o	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 53 Floating Robots</li> <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>
Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 53 Floating Robots</li> <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>
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul> <p><b>Mentor Resources:</b></p> <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 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Transition independently from active to quiet activities most of the time. HPD-2r		<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 36 Jump Up and Down Transition</li> </ul>
<b>Goal HPD-3: Children develop healthy sleeping habits.</b>		
Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Independently start and participate in sleep routines most of the time. HPD-3l		

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MOTOR DEVELOPMENT</b>		
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.		
Coordinate movement of upper and lower body. HPD-4p	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul> <p><b>Mentor Resources:</b></p> <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 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 53 Floating Robots</li> <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>
Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r		<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
Show awareness of own body in relation to other people and objects while moving through space. HPD-4s		<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>
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.		
Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 181 Introducing Journals</li> <li>Unit 2, Pg. 232 Journals: The Garbage Elves</li> </ul>
Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing</li> <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 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools <i>continued</i>.</b>		
Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<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 7, Pg. 174 Taking Care of My Teeth</li> </ul>
<b>SELF-CARE</b>		
<b>Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>		
Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i	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. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
Consistently use strategies to calm themselves when needed. HPD-6j	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>
<b>Goal HPD-7: Children develop independence in caring for themselves and their environment.</b>		
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q		
Dress and undress themselves independently. HPD-7r		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s	<ul style="list-style-type: none"> <li>• Song: Pollution Rap</li> <li>• Pollution and Recycling</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> </ul>
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> <li>• Avoid Germs and Prevent Illness</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SAFETY AWARENESS</b>		
<b>Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>		
Avoid potentially dangerous behaviors. HPD-8m	<ul style="list-style-type: none"> <li>Song: Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. HPD-8n	<ul style="list-style-type: none"> <li>Song: Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 287 Sun Safe Song</li> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>Unit 7, Pg. 231 Water Safety</li> </ul>
Independently follow established safety rules. HPD-8o	<ul style="list-style-type: none"> <li>Song: Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
Identify people who can help them in the community (police, firefighter, nurse). HPD-8p	<p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>		
<b>LEARNING TO COMMUNICATE</b>		
<b>Goal LDC-1: Children understand communications from others.</b>		
Show understanding of increasingly complex sentences. LDC-1n	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Respond to requests for information or action. LDC-1o	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 4, Pg. 69 Dramatic Play: Aquarium</li> <li>Unit 7, Pg. 150 What Doesn't Belong</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal LDC-1: Children understand communications from others <i>continued</i>.</b>		
Follow more detailed multi-step directions. LDC-1p	Children interacting with Waterford activities 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>Goal LDC-2: Children participate in conversations with peers and adults.</b>		
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	<ul style="list-style-type: none"> <li>• Book: Seeing Fingers; Noise, What Noise?</li> <li>• It's Not Fair</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	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 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Show an appreciation for and can use humor appropriately. LDC-2p	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> <li>• Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> </ul>
<b>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>		
Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me."). LDC-3f	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. 214 Set the Table, Please</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood <i>continued</i>.</b>		
Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 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> </ul>
<b>Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.</b>		
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Find Me!</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Musical Mayhem</li> <li>Perfect Present</li> <li>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l	<ul style="list-style-type: none"> <li>Book: I Met a Monster; Noise? What Noise?; David Next Door; Wendel Wandered</li> </ul>	<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>
Speak clearly enough to be understood by most people. LDC-4m	Digital resources introduce letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
States point of view, likes and dislikes. LDC-4n	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Ooey, Gooley Mud</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Perfect Present</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 4, Pg. 74 It's Okay to Say No</li> </ul>
Relays messages accurately. LDC-4o	<ul style="list-style-type: none"> <li>Books: Wendel Wandered; The Alligator in the Library; I Hate Peas; Ooey, Gooley Mud</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>



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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal LDC-5: Children describe familiar people, places, things, and events.</b>		
Describe experiences and create and/or retell longer narratives. LDC-5f	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Ooey, Goopy Mud; Rocks in My Socks; Bandage Bandit</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li>Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> </ul>
<b>Goal LDC-6: Children use most grammatical constructions of their home language well.</b>		
Speak in full sentences that are grammatically correct most of the time. LDC-6i	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
<b>Goal LDC-7: Children respond to and use a growing vocabulary.</b>		
Repeat familiar songs, chants, or rhymes. LDC-7p	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 2, 228 Little Miss Muffet: Rhymes and Whey</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7q	<ul style="list-style-type: none"> <li>Vocabulary Instruction</li> <li>Build Knowledge</li> <li>Read With Me Books</li> <li>Informational Books</li> </ul>	<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> </ul>
Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r	All activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	<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>
Distinguishes between real and made up words. LDC-7s	<ul style="list-style-type: none"> <li>Real and Make-believe</li> <li>Distinguish Between Fantasy and Reality</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, 228 Little Miss Muffet: Rhymes and Whey</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FOUNDATIONS FOR READING</b>		
<b>Goal LDC-8: Children develop interest in books and motivation to read.</b>		
Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>
Use and share books and print in their play. LDC-8n	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>
Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Informational Books</li> <li>Sing a Rhyme Songs/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>Goal LDC-9: Children develop book knowledge and print awareness.</b>		
Hold a book upright while turning pages one by one from front to back. LDC-9k	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>
Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.” or reading familiar signs in the environment). LDC-9l	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>Schedule Activities</li> <li>Story Time Activities</li> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m	<ul style="list-style-type: none"> <li>Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>Schedule Activities</li> <li>Story Time Activities</li> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>



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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal LDC-9: Children develop book knowledge and print awareness <i>continued</i>.</b>		
With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Look, Listen, and Match</li> <li>• Alphabet Introduction (Distinguish Letters)</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> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
Identify their name and the names of some friends when they see them in print. LDC-9p	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
<b>Goal LDC-10: Children comprehend and use information presented in books and other print media.</b>		
Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read Along Books</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Story Time Activities</li> </ul>
Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> <li>• Unit 5, Pg. 205 Build a Spider</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Use knowledge of the world to make sense of more challenging texts. LDC-10q	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> </ul>
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>
Ask more focused and detailed questions about a story or the information in a book. LDC-10s		<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>	<b>WATERFORD TEACHER RESOURCES</b>
<b>Goal LDC-10: Children comprehend and use information` presented in books and other print media <i>continued</i>.</b>		
Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• Find an Answer</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u	<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>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>Goal LDC-11: Children develop phonological awareness.</b>		
Distinguish between similar sounding words (e.g., tree and three). LDC-11j	<ul style="list-style-type: none"> <li>• Song: Homophone Monkey</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> </ul>
Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Syllables</li> <li>• Syllable Safari</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. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>



<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>	<b>WATERFORD TEACHER RESOURCES</b>
<b>Goal LDC-11: Children develop phonological awareness.</b>		
Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Rhyming Words</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Pairs: 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> </ul>
Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-n	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Pairs: 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> </ul>
<b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b>		
Demonstrate an interest in learning the alphabet. LDC-12e	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Hidden Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> </ul>
Show they know that letters function to represent sounds in spoken words. LDC-12f	<ul style="list-style-type: none"> <li>• Name That Letter Sound</li> <li>• Letter Sound Songs</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>• Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>• Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle <i>continued</i>.</b>		
Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Pictures</li> <li>Name That Letter</li> <li>Hidden Letters</li> <li>Name Game</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, Pg. 12 Alphabet Instruction</li> <li>Unit 1, Pg. 26 Singing the Alphabet</li> <li>Unit 1, Pg. 27 Letter Tile Names</li> <li>Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>Unit 1, Pg. 74 Name Magnets</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “ A-a-apple.”). LDC-12h	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 4, Pg. 72 Andy’s Adventure: Short and Long Words and Letter Sound /a/</li> <li>Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>
Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Name That Letter Sound</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Pairs: 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> </ul>
<b>FOUNDATIONS FOR WRITING</b>		
<b>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>		
Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 35 Morning Message</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>



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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes <i>continued</i>.</b>		
Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g	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>
Communicate their thoughts for an adult to write. LDC-13h	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>• Journal Activities</li> </ul>
Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i	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>
Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). LDC-13j	<ul style="list-style-type: none"> <li>• Book: Today I Write a Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
<b>Goal LDC-14: Children use knowledge of letters in their attempts to write.</b>		
Use known letters and approximations of letters to write their own name and some familiar words. LC-14d	<ul style="list-style-type: none"> <li>• Name Game (What’s Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14e	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>• Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>• Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal LDC-15: Children use writing skills and conventions.</b>		
Use a variety of writing tools and materials with increasing precision. LC-15i	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>• Capital and Lowercase Writing Activities</li> </ul>
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j	Waterford encourages everyone to have writing 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 1, Pg. 56 Writing Capital Letter A</li> </ul>
Use some conventional letters in their writing. LC-15k	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
<b>MATHEMATICAL THINKING AND EXPRESSION</b>		
<b>FOUNDATIONS FOR NUMBER SENSE</b>		
<b>Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.</b>		
Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. MTE-1q	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, 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>
Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r	<ul style="list-style-type: none"> <li>• Songs: More Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• More Than, Fewer Than</li> <li>• Greater Than, Less 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> </ul>
Rote count to 20 with increasing accuracy. MTE-1s	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Bug Bits</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>



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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities <i>continued</i>.</b>		
Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.) MTE-1t	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 45 Counting and Attendance</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>
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?” MTE-1u	<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> </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>
Recognize numerals up to 10 and attempt to write them number-like forms during play and daily activities. MTE-1v	<ul style="list-style-type: none"> <li>Books: Zero in My Toy Box; 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</li> <li>Counting Songs (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Number Activities</li> </ul>
Match numerals 1-10 to sets of objects, with guidance and support. MTE-1w	<ul style="list-style-type: none"> <li>Books: Zero in My Toy Box; 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</li> <li>Make and Count Groups</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> </ul>
Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) MTE-1x	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Add Groups</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> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 5, Pg. 105 Quantities to 10</li> </ul>
Given a number 0-5, count out that many objects. MTE-1y	<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 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>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities <i>continued</i>.</b>		
State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting) MTE-1z	<ul style="list-style-type: none"> <li>• Match Numbers</li> <li>• Moving Target (Dots)</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>
Tell what number comes next or what number came before another number when counting 1-5. MTE-1aa	<ul style="list-style-type: none"> <li>• Song: Counting Backward</li> <li>• Number Line</li> <li>• Count On</li> <li>• Count Down</li> <li>• Dot to Dot</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 3, Pg. 271 What Comes Next?</li> <li>• Unit 7, Pg. 229 Build One Less</li> </ul>
Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). MTE-1ab	<ul style="list-style-type: none"> <li>• Song: Monster Trucks</li> <li>• First, Next, Last</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.</b>		
Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Attendance</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 objects can be combined to make 5 objects). MTE-2e	<ul style="list-style-type: none"> <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 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>



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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FOUNDATIONS FOR ALGEBRAIC THINKING</b>		
<b>MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.</b>		
Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). MTE-3h	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Order Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> </ul>
Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</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>
Show beginning abilities to create simple repeating patterns. MTE-3j	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
<b>FOUNDATIONS FOR GEOMETRY AND SPATIAL UNDERSTANDING</b>		
<b>Goal MTE-4: Children begin to identify, describe, classify, an understand shape, size, direction, and movement during play and other activities.</b>		
Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l	<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>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). MTE-4m	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• World Shapes</li> <li>• Geoboard</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>



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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities <i>continued.</i></b>		
Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World 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> <li>• Unit 4, Pg. 8 Flat or Solid?</li> </ul>
Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). MTE-4o	<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> <li>• Unit 4, Pg. 8 Flat or Solid?</li> </ul>
<b>FOUNDATIONS OF MEASUREMENT AND DATA ANALYSIS</b>		
<b>Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.</b>		
Use descriptive language for size, length, or weight (short, tall, long, heavy, and big). MTE-5k	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Make Comparisons</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> </ul>
Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others: I can’t lift it.” Look at three strings that are different lengths and select the longest string). MTE-5l	<ul style="list-style-type: none"> <li>• Song: Savanna Size; Large, Larger, Largest</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> </ul>





## SOUTH CAROLINA EARLY LEARNING STANDARDS 2017

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities <i>continued</i>.</b>		
Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m	<ul style="list-style-type: none"> <li>Song: Large, Larger, Largest</li> <li>Order Size</li> <li>Mentor Resource:</li> <li>Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 142 Weight</li> </ul>
Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Weight</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 199 Volume</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) MTE-5o	<ul style="list-style-type: none"> <li>Weather</li> <li>Winter</li> <li>Summer</li> <li>Fall</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 243 What Should I Wear?</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul>
Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-5p		<ul style="list-style-type: none"> <li>Schedule Activities</li> <li>Morning Message</li> <li>Afternoon Centers</li> <li>Arrival and Dismissal</li> </ul>
<b>MATHEMATICAL THINKING AND REASONING</b>		
<b>Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment.</b>		
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d	<ul style="list-style-type: none"> <li>Song: Problem Solving</li> <li>Book: Milton's Mittens</li> <li><b>Mentor Resources:</b></li> <li>Patterns</li> <li>Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>
Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). MTE-6e	<ul style="list-style-type: none"> <li>Book: Milton's Mittens</li> <li>Story Problem Strategies</li> <li><b>Mentor Resources:</b></li> <li>Patterns</li> <li>Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>Unit 2, Pg. 252 Find One More</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 6, Pg. 83 Ten Frame Game</li> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> <li>Unit 7, Pg. 229 Build One Less</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>



# SOUTH CAROLINA EARLY LEARNING STANDARDS 2017

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment <i>continued</i>.</b>		
Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have crackers, so I got four more.”). MTE-6f	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 252 Find One More</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first). MTE-6g	<ul style="list-style-type: none"> <li>• Puzzle Activity</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 12 Math Center</li> </ul>
<b>COGNITIVE DEVELOPMENT</b>		
<b>CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING</b>		
<b>Goal CD-1: Children use their senses to construct knowledge about the world around them.</b>		
Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l	<ul style="list-style-type: none"> <li>• Book: Fawn Eyes; Can You Guess? A Story for Two Voices</li> <li>• Science Tools</li> <li>• Weight</li> <li>• Capacity</li> <li>• Length</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes, Can You Guess? A Story for Two Voices</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>



## SOUTH CAROLINA EARLY LEARNING STANDARDS 2017

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-1: Children use their senses to construct knowledge about the world around them <i>continued</i>.</b>		
Organize and use information through matching, grouping, and sequencing. CD-1o	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Match</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> </ul>
<b>Goal CD-2: Children recall information and use it for new situations and problems.</b>		
Demonstrate their ability to apply what they know about everyday experiences. CD-2u	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> </ul>
Describe past events in an organized way, including details or personal reactions. CD-2v	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> </ul>
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	<ul style="list-style-type: none"> <li>• Songs: Five Senses; The Scientific Method</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 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>
Speculate and imagine what might happen next. CD-2z	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>	



# SOUTH CAROLINA EARLY LEARNING STANDARDS 2017

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>		
Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3j	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3k	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</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>
Use language to describe their thinking processes with adult support. CD-3l	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 99 Good Friends Activity: I am a Problem Solver</li> <li>• Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> <li>• Unit 6, Pg. 121 Fair Division</li> </ul>
Work on a project over several days, solving problems and making their work more elaborate. CD-3m	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
<b>CREATIVE EXPRESSION</b>		
<b>Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>		
Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Dramatic Play Center</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Dramatic Play Center</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 256 Polly’s Tea</li> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 3, Pg. 361 Fire Painting</li> <li>• Unit 3, Pg. 368 Shades of Paint</li> <li>• Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</li> </ul>



# SOUTH CAROLINA EARLY LEARNING STANDARDS 2017

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-4: Children demonstrate appreciation for different forms of artistic expression <i>continued</i>.</b>		
Recognize the value of artistic expression and the role the arts play in human's lives. CD-4I	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Dramatic Play Center</li> <li>• Visual Arts Activities</li> <li>• Music Activities</li> <li>• Dance Activities</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.</b>		
Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <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>
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7 Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	Waterford encourages everyone to have writing 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> </ul>
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 371 Where Is Thumbkin: Find the Marble</li> <li>• Unit 6, Pg. 12 Hi! Notes</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Baby's Ballet</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 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL CONNECTIONS</b>		
<b>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>		
Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Come Inside</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>
Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 328 Dramatic Play: Fire Station</li> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>• Unit 7, Pg. 178 Dramatic Play Dentist's Office</li> </ul>
Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	<p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mix-up</li> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 3, Pg. 328 Dramatic Play: Fire Station</li> <li>• Unit 3, Pg. 345 Which Hat Is Best?</li> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>• Unit 7, Pg. 178 Dramatic Play Dentist's Office</li> </ul>
<b>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>		
Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	<ul style="list-style-type: none"> <li>• Song: Tortillas, Tortillas</li> <li>• My Family</li> <li>• Come Inside</li> <li>• Clubhouse</li> <li>• Soup's On</li> <li>• The Picnic</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. 288 Journals: My Family</li> </ul>
<b>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>		
Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	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 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>	<b>WATERFORD TEACHER RESOURCES</b>
<b>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others <i>continued</i>.</b>		
Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g	<ul style="list-style-type: none"> <li>Books: Moving Day; The Crowded House; Treasures from the Loom</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>
Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	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>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</b>		
Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f	<ul style="list-style-type: none"> <li>Books: 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>
Observe and talk about changes in themselves and their families over time. CD-9g	<ul style="list-style-type: none"> <li>Book: I Can’t Wait</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>
Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h	<ul style="list-style-type: none"> <li>Song: Seasons; Precipitation</li> <li>Book: That’s What I Like: A Book About Seasons; Whatever the Weather</li> <li>Summer</li> <li>Spring</li> <li>Fall</li> <li>Winter</li> <li>Clouds</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 243 What Should I Wear?</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul>



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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-9: Children explore concepts connected with their daily experiences in their community <i>continued</i>.</b>		
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	<ul style="list-style-type: none"> <li>• Book: Everyone Needs to Eat</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 3, Pg. 328 We All Have Jobs</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> </ul>
<b>SCIENTIFIC EXPLORATION AND KNOWLEDGE</b>		
<b>Goal CD-10: Children observe and describe characteristics of living things and the physical world.</b>		
Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> </ul>
Notice and react to the natural world and the outdoor environment. CD-10l	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Seasons; Four Ecosystems</li> <li>• Books: That's What I Like, A Book About Seasons; Where In the World Would You Go Today?</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Desert</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Water; Sun Blues</li> <li>• Book: Everyone Needs to Eat</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</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>





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SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-10: Children observe and describe characteristics of living things and the physical world <i>continued</i>.</b>		
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n	<ul style="list-style-type: none"> <li>• Book: My Reptile Hospital</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul>
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o	<ul style="list-style-type: none"> <li>• Songs: Seasons; The Moon; Precipitation</li> <li>• Books: That’s What I Like, A Book About Seasons; Star Pictures; Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> <li>• Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <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>
Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-10p	<ul style="list-style-type: none"> <li>• Song: Water Cycle</li> <li>• Book: My Snowman</li> <li>• Water Cycle</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-10q	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Book: Eight at the Lake; I Want to Be a Scientist Like Jane Goodall</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> </ul>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>		
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11n	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</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> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-11o	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; George Washington Carver; Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Science Center</li> </ul>
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>
Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Measurement Tools</li> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</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. 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>

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations <i>continued</i>.</p>		
<p>Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-11s</p>	<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; Pg. 16 Science Center; Sensory Table</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<p>Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</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. 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>Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u</p>	<ul style="list-style-type: none"> <li>• Book: Can You Guess? A Story for Two Voices</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 28 Classroom Block Play</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

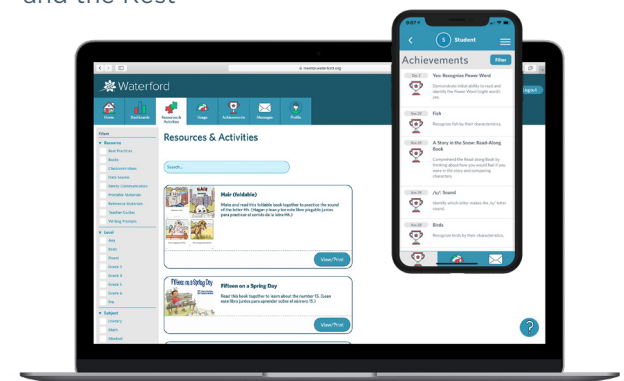
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### 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).