

CURRICULUM *Correlation*

*Waterford
Reading Academy:
SmartStart*

100%

*Virginia's Early
Learning and
Development
Standards (ELDS)
Birth-Five Learning
Guidelines 2021*

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

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VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

| VIRGINIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| AREA ONE: APPROACHES TO PLAY AND LEARNING (APL) | | |
| APL1. Curiosity and Initiative | | |
| APL1.1. Being Curious Learners | | |
| Shows curiosity by saying things like, “I wonder what will happen next.” (APL1.1h) | <ul style="list-style-type: none"> • Science Investigation Mentor Resources: <ul style="list-style-type: none"> • Learning Together: How It Works | <ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square |
| Seeks out new information by asking, “How does that work?” (APL1.1i) | Mentor Resources: <ul style="list-style-type: none"> • Learning Together: How It Works | <ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| Shows eagerness to learn about a variety of topics (APL1.1j) | <ul style="list-style-type: none"> • Science Investigation Mentor Resources: <ul style="list-style-type: none"> • Learning Together: How It Works | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 6, Pg. 36 Good Friends Activity: My Brain has Lots of Ideas |
| APL1.2. Taking Initiative | | |
| Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o) | <ul style="list-style-type: none"> • Book: Your Backyard Mentor Resources: <ul style="list-style-type: none"> • Learning Together: How It Works | <ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 86 Fish Investigation • Unit 5, Pg. 219 Spider Webs • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 69 Dramatic Play: Post Office |
| Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p) | <ul style="list-style-type: none"> • Perfect Present • Clubhouse • Squirrel’s Sketches Mentor Resources: <ul style="list-style-type: none"> • Role Play; Guess My Rule | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 1, Pg. 149 I Am, I Can |
| Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q) | <ul style="list-style-type: none"> • Materials • Science Investigation • Magnets Mentor Resources: <ul style="list-style-type: none"> • Role Play; What Would You Do?; Find the Ball | <ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 1, Pg. 149 I Am, I Can |

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| APL2. Creativity and Imagination | | |
| APL2.1. Showing Creativity and Imagination | | |
| Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> Pretend Play | <ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Dramatic Play Activities |
| Utilizes realistic and open-ended materials in cooperative play (APL2.1p) | <ul style="list-style-type: none"> Pretend Play Mentor Resources: <ul style="list-style-type: none"> Patterns: Folded Paper Airplane; Pig Puppet; Insect Puppet; Sailing Ships; Baseball Cards; I Can Book Template; Friendship Tree; Elephant Puppet | <ul style="list-style-type: none"> Dramatic Play Activities Introduction, Pg. 9 Block Center Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? Unit 7, Pg. 178 Fox in a Box |
| Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q) | <ul style="list-style-type: none"> Pretend Play Mentor Resources: <ul style="list-style-type: none"> Guess My Rule | <ul style="list-style-type: none"> Unit 1, Pg. 68 Dramatic Play: Garage Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 7, Pg. 141 Tool Workshop |
| APL3. Executive Functions and Cognitive Self-Regulation | | |
| APL3.1. Focusing and Paying Attention | | |
| Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k) | | <ul style="list-style-type: none"> Unit 1, Pg. 59 Story Time Activity Unit 1, Pg. 149 I Am, I Can Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |
| Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l) | Engaging activities throughout Waterford hold children's attention as they concentrate on each task. | <ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Introduction, Pg. 11 Dramatic Play Center Introduction, Pg. 13 Reading Center Introduction, Pg. 16 Science Center Introduction, Pg. 16 Sensory Table Introduction, Pg. 17 Writing Center |
| Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m) | | <ul style="list-style-type: none"> Morning Meetings Listening Rug Activities Story Time Activities |

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| APL3.2. Building Working Memory | | |
| Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m) | Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions. | <ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 10 Introduction to Centers Unit 1, Pg. 11 Cleanup and Center Review Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center |
| Remembers actions that go with stories or songs (APL3.2n) | <ul style="list-style-type: none"> Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes | <ul style="list-style-type: none"> Story Time Activities Dramatic Play Activities Music and Dance Activities |
| Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o) | <ul style="list-style-type: none"> You Be the Teacher (Greater Than, Less Than) <p>Mentor Resources:</p> <ul style="list-style-type: none"> Hand Washing Rebus | |
| APL3.3. Thinking Flexibly and Adapting | | |
| Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m) | <ul style="list-style-type: none"> Book: Buttons, Buttons <p>Mentor Resources:</p> <ul style="list-style-type: none"> Guess My Rule; Sorting Cards; Shapes | <ul style="list-style-type: none"> Unit 1, Pg. 120 Sorting Buttons Unit 5, Pg. 141 Language Sentence Board Game |
| Considers ideas from adults and other children in finding a solution or strategy (APL3.3n) | <ul style="list-style-type: none"> Squirrel's Blocks Noisy Children <p>Mentor Resources:</p> <ul style="list-style-type: none"> Role Play; What Would You Do? | <ul style="list-style-type: none"> Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help |
| Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o) | | <ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 22 Arrival and Toy Time Unit 1, Pg. 33 Reflection and Dismissal Unit 1, Pg. 76 Taking Turns Game |
| Responds consistently to adult suggestions to try out different activities (APL3.3p) | | <ul style="list-style-type: none"> Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help |

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| APL.3.4. Inhibiting Responses | | |
| Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e) | | <ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... |
| Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity (APL3.4f) | | <ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... |
| APL3.5. Persisting and Problem-Solving | | |
| Sometimes persists in less preferred activities with or without adult support (APL3.5r) | 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"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work) (APL3.5s) | Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. | <ul style="list-style-type: none"> • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 141 Tool Workshop |
| APL4. Behavioral Self-Regulation | | |
| APL4.1. Managing Actions and Behaviors | | |
| Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i) | | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 22 Arrival and Toy Time • Unit 1, Pg. 33 Reflection and Dismissal |
| Uses classroom materials appropriately (APL4.1j) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others. | <ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules; Introduction to Centers • Unit 1, Pg. 11 Clean up and Center Review • Unit 1, Pg. 15 Good Friends: Me and My Bear |
| Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations) (APL4.1k) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments |

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| AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED) | | |
| SED1. Positive Self-Concept | | |
| SED1.1. Developing Self-Awareness | | |
| Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n) | <ul style="list-style-type: none"> Books: Mine; José Three; Ooey, Gooley Mud | <ul style="list-style-type: none"> Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 149 I Am, I Can Unit 3, Pg. 288 Journals: My Family |
| Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o) | | <ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 1, Pg. 4 The Name Song Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family |
| Shares other identifying information (e.g., parent's name) (SED1.1p) | | <ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family |
| Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q) | <ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Gooley Mud; Bad News Shoes | <ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family |
| SED1.2. Developing Self-Confidence | | |
| Displays pride in their accomplishments (SED1.2k) | <ul style="list-style-type: none"> Squirrel's Sketches Boo Hoo Baby | <ul style="list-style-type: none"> Unit 7, Pg. Good Friends Activity: I Am Ready for Kindergarten |
| SED1.3. Becoming autonomous and Independent | | |
| Acts independently in unfamiliar settings with unfamiliar adults (SED1.3l) | | <ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 75 Grown-Up Manners |
| Attempts to complete tasks independently (SED1.3m) | Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when they need extra assistance to finish a task. | <ul style="list-style-type: none"> Center Activities |
| Asks for support from adults only when needed (SED1.3n) | Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. | <ul style="list-style-type: none"> Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help |

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| SED2. Emotional Competence | | |
| SED2.1. Seeing and Naming Emotions in Self and Others | | |
| <p>Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i)</p> | <p>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.”</p> <ul style="list-style-type: none"> • Papa’s Thumb • Squirrel’s Blocks • Lost Dinosaur | <ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments |
| <p>Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j)</p> | <ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball <p>Mentor Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings; Guess How I’m Feeling; Panda and Tornado | <ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words |
| SED2.2. Expressing Emotions | | |
| <p>Recognizes appropriate reaction to situations (SED2.2k)</p> | <ul style="list-style-type: none"> • Broken Lamp • Squirrel’s Blocks • Broken Vase • Lost Dinosaur • It’s Not Fair! • Do I Have To? | <ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments |
| <p>Uses words and respectful language to express thoughts and emotions (e.g., “I’m frustrated because Jay won’t let me play” or “I’m excited to play with my cousin Santiago tomorrow.”) (SED2.2l)</p> | <ul style="list-style-type: none"> • Broken Lamp • Squirrel’s Blocks • Broken Vase • Lost Dinosaur <p>Mentor Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings; Guess How I’m Feeling; Panda and Tornado | <ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments |

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| SED2.3. Communicating Feelings, Wants, and Needs | | |
| Demonstrates confidence in meeting own needs (SED2.3f) | <ul style="list-style-type: none"> • Squirrel's Blocks • Lost Dinosaur | <ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help |
| Seeks and accepts help when needed (SED2.3g) | Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. | <ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help |
| SED2.4. Regulating Emotions | | |
| Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m) | <ul style="list-style-type: none"> • Squirrel's Blocks • Lost Dinosaur | <ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments |
| Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n) | 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"> • Lost Dinosaur • Lost and Found • Squirrel's Blocks | <ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments |
| SED2.5. Showing Care and Concern for Others | | |
| Shows care and concern for others, including comforting others in distress (SED2.5h) | <ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball | <ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words |

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| SED2.5. Showing Care and Concern for Others <i>continued</i> | | |
| Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i) | <ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem | <ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words |
| Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j) | <ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem | <ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words |
| SED3. Interacting with Others | | |
| SED3.1. Developing Relationships with Adults | | |
| Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n) | <ul style="list-style-type: none"> • Find Me! • Where's Papa? | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 75 Grown-Up Manners |
| Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o) | <p><i>Mentor Resources:</i></p> <ul style="list-style-type: none"> • Teaching Children Manners | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 75 Grown-Up Manners |
| SED3.2. Developing Relationships with Other Children | | |
| Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r) | <ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket | <ul style="list-style-type: none"> • Unit 1, Pg. 88 Let's Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Dramatic Play Activities |

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| SED3.2. Developing Relationships with Other Children <i>continued</i> | | |
| Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s) | <ul style="list-style-type: none"> Pretend Play <p>Mentor Resources:</p> <ul style="list-style-type: none"> Role Play | <ul style="list-style-type: none"> Unit 1, Pg. 88 Let's Play Dramatic Play Activities |
| Maintains friendships over time (SED3.2t) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend Unit 5, Pg. 238 Friends Use Kind Words Unit 7, Pg. 249 Friendship |
| Responds to the needs of others and tries to help others with simple tasks (SED3.2u) | <ul style="list-style-type: none"> Boo Hoo Baby Baby's Ball Musical Mayhem | <ul style="list-style-type: none"> Unit 5, Pg. 197 Good Friends Activity: I'm a Helper Unit 5, Pg. 218 Journal Prompt: I Helped When... |
| SED3.3. Engaging in Cooperative Play | | |
| Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n) | <ul style="list-style-type: none"> Pretend Play <p>Mentor Resources:</p> <ul style="list-style-type: none"> Role Play; Do You Have?; Guess My Rule; Shape Bag | <ul style="list-style-type: none"> Dramatic Play Activities |
| SED3.4. Solving Social Interaction Problems | | |
| Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4d) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 4, Pg. 84 Working Together Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend |
| Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.") (SED3.4e) | <ul style="list-style-type: none"> It's Not Fair! Do I Have To? | <ul style="list-style-type: none"> Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down |
| Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f) | Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. | <ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles Unit 4, Pg. 57 Self-Control Instruments |

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| AREA THREE: COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT (CLLD) | | |
| CLLD.1. Communication | | |
| CLLD.1.1. Understanding Verbal and Nonverbal Cues | | |
| Answers questions and adds comments relevant to the topic (CLLD1.1aa) | Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments. | <ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please |
| Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet) (CLLD1.1ab) | Mentor Resources: <ul style="list-style-type: none"> • Find the Ball | <ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy |
| Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac) | <ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives Mentor Resources: <ul style="list-style-type: none"> • Shape Bag; Shapes | <ul style="list-style-type: none"> • Sensory Table • Unit 1, Pg. 134 Texture Sort • Unit 1, Pg. 145 What's in the Bag? |
| Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad) | While interacting with Waterford, children listen to and follow multi-step directions. | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center |
| Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae) | While interacting with Waterford, children are constantly listening and responding to instruction. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game |

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| CLLD1.2. Using Vocabulary and Nonverbal Cues to Communicate | | |
| Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s) | <ul style="list-style-type: none"> • Songs: Verbs; It Happened Yesterday • Verbs • Past Tense Verbs • Irregular Verbs | <ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners |
| Answers open-ended questions comfortably (CLLD1.2t) | <p>Mentor Resources:</p> <ul style="list-style-type: none"> • What Would You Do?; Guess My Rule | <ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please |
| Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) (CLLD1.2u) | <ul style="list-style-type: none"> • Sum Up, Remember Order • Picture Clues • What Comes Next? • Look At Details | <ul style="list-style-type: none"> • Story Time Activities • Journal Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| CLLD1.3. Learning and Engaging in Conversational Interactions | | |
| Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n) | All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond appropriately. | <ul style="list-style-type: none"> • Story Time Activities • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 12 Hi! Notes • Unit 6, Pg. 75 Grown Up Manners |
| Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o) | Social-emotional video series, models conversations between characters as they gather information and reach conclusions. Two examples are “Do I Have To?” and “It’s Not Fair.” | <ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners |
| Asks and responds to questions with accurate information (CLLD1.4p) | Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments. | <ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game |
| CLLD2. Foundations of Reading | | |
| CLLD2.1. Paying Attention to Print as Meaningful | | |
| Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l) | <ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books | <ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 82 Letters Make Words • Story Time Activities |
| Begins to track individual words in text or braille by pointing or touching (CLLD2.1m) | All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print. | <ul style="list-style-type: none"> • Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 37 Print Knowledge: Books |

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| CLLD2.2. Understanding Ideas, Vocabulary, and Information in Stories and Texts | | |
| Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p) | <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message |
| Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q) | <ul style="list-style-type: none"> • Look at Details • Sum Up, Five Ws • Sum Up, Remember Order • What Comes Next? | <ul style="list-style-type: none"> • Dramatic Play Activities • Journal Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r) | <p>Mentor Resources:</p> <ul style="list-style-type: none"> • Homelink: Sum Up: Remember Order | <ul style="list-style-type: none"> • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/ • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth |
| Predicts what will happen next in an unfamiliar story (CLLD2.2s) | <ul style="list-style-type: none"> • Peek at the Story • Print Directionality Introduction | <ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| Uses new words learned through listening to stories (CLLD2.2t) | 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"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey |
| CLLD2.3. Learning Spoken Language is Composed of Smaller Segments of Sound | | |
| Begins to rhyme and produce rhymes of simple words (CLLD2.3i) | <ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme | <ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play |
| Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j) | <ul style="list-style-type: none"> • Song: Compound Words • Take Away Syllables | <ul style="list-style-type: none"> • Unit 3, Pg. 332 Compound Word Introduction: Blending Fire Words • Unit 3, Pg. 341 Wheels on the Bus: Compound Word Blend • Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words • Unit 4, Pg. 22 Yankee Doodle: Compound Words • Unit 4, Pg. 23 Skeletal Portraits |

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| CLLD2.3. Learning Spoken Language is Composed of Smaller Segments of Sound <i>continued</i> | | |
| Begins to segment and combine syllables (e.g., purple segmented is pur-ple; when combined it is purple) (CLLD2.3k) | <ul style="list-style-type: none"> • Syllable • Syllable Safari | <ul style="list-style-type: none"> • Unit 5, Pg. 130 Name Syllable • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 5, Pg. 166 Listening Activity: Fast Syllables • Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables • Unit 5 Pg. 202 Circus Syllables |
| Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l) | <ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? | <ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) • Unit 6 Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/ • Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/ • Unit 6, Pg. 120 Listening Activity: Final Sounds /r/ and /g/ |
| CLLD2.4. Learning How Letters and Print Work to Create Words and Meaning | | |
| For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f) | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound Instruction • Name That Letter Sound • Letter Sound Screening | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions |
| For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g) | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound Instruction • Name That Letter Sound • Letter Sound Screening | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions |
| Recognizes many upper and lower case letters (CLLD2.4h) | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Pictures • Letter Trace • Print Concepts • Coloring Game (Make a Scene) • Pick the Letter (Letter Checker) | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Unit 4, Pg. 46 Lowercase Letters |

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| CLLD2.4. Learning How Letters and Print Work to Create Words and Meaning <i>continued</i> | | |
| Will use a combination of letters and symbols to represent words (CLLD2.4i) | <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace • Letters Make Words • Words Tell About the Pictures | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Journal Activities |
| CLLD3. Foundations of Writing | | |
| CLLD3.1. Drawing, Scribbling, and Writing to Communicate | | |
| Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CLLD3.1q) | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Pictures • Letter Trace • Print Concepts • Letters Make Words • Coloring Game (Make a Scene) • Pick the Letter (Letter Checker) | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) |
| Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog) (CLLD3.1r) | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Pictures • Letter Trace • Print Concepts • Letters Make Words • Coloring Game (Make a Scene) • Pick the Letter (Letter Checker) | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) |
| Retells or reads their writing to others (CLLD3.1s) | <ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures <p>Mentor Resources:</p> <ul style="list-style-type: none"> • Journal Pages | <ul style="list-style-type: none"> • Journal Activities • Unit 3, Pg. 318 Growing Into a Good Audience |
| Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t) | <ul style="list-style-type: none"> • Name Game (What's Your Name?) • Letter Trace | <ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets |
| Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u) | <ul style="list-style-type: none"> • Name Game (What's Your Name?) • Letter Trace | <ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets |

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| CLLD.3.1. Drawing, Scribbling, and Writing to Communicate <i>continued</i> | | |
| Begins to copy names of familiar people and objects (CLLD3.1v) | <ul style="list-style-type: none"> • Letter Trace • Coloring Game (Make a Scene) | <ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets |
| CLLD3.2. Developing Writing Habits and Skills | | |
| Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f) | 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"> • Unit 2, Pg. 181 Introduction to Journals • Journal Activities |
| Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g) | 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"> • Unit 2, Pg. 181 Introduction to Journals • Journal Activities |
| Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h) | <i>Mentor Resources:</i> <ul style="list-style-type: none"> • Goal Setting; Family Writing Activities | <ul style="list-style-type: none"> • Unit 2, Pg. 181 Introduction to Journals • Journal Activities |
| CLLD3.3. Handling Writing Tools | | |
| Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g) | <i>Mentor Resources:</i> <ul style="list-style-type: none"> • Pencil Grip | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 56 Writing Capital Letter A |
| Uses a variety of digital tools to write or draw (CLLD3.3h) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation |

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| AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD) | | |
| HPD1. Using Senses | | |
| HPD1.1. Learning Through All Senses | | |
| <p>Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q)</p> | <ul style="list-style-type: none"> • Songs: Five Senses; Positioning • Book: Up in the Air • Sight • Hearing • Touch • Taste • Smell • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between | <ul style="list-style-type: none"> • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 178 Fox In a Box • Sensory Table |
| <p>Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) (HPD1.1r)</p> | <ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last | <ul style="list-style-type: none"> • Unit 2, Pg. 169 Personal Space Circle • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 233 Slide Like a Snail |
| HPD2. Gross Motor | | |
| HPD2.1. Developing Large Muscle Control | | |
| <p>Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o)</p> | | <ul style="list-style-type: none"> • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122. Obstacle Course |
| <p>Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p)</p> | | <ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 42 Birds on a Perch • Unit 7, Pg. 238 Surfing the Waves |

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| HPD2.1. Developing Large Muscle Control <i>continued</i> | | |
| Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q) | <ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last | <ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 225 Where We Are • Unit 5, Pg. 199 Circus School • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 122 Obstacle Course |
| HPD2.2. Exploring the Environment | | |
| Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f) | <ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest | <ul style="list-style-type: none"> • Unit 1, pg. 143 Builders and Bulldozers • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 6, pg. 122 Obstacle Course |
| HPD3. Fine Motor | | |
| HPD3.1. Using Eyes and Hands Together | | |
| Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j) | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. | <ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 1, pg. 114 Snip, Snip, Cut • Unit 2, pg. 254 Polly Put the Kettle On • Unit 3, pg. 314 Cutting Shapes • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth |
| Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles | <ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center |

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| HPD3.2. Developing Small Muscle Control | | |
| Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) (HPD3.2j) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> Unit 1, pg. 114 Snip, Snip, Cut Unit 2, pg. 254 Polly Put the Kettle On Unit 3, pg. 314 Cutting Shapes |
| Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2k) | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. | <ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing Unit 6, Pg. 79 Bath Time Unit 7, Pg. 174 Taking Care of My Teeth |
| HPD4. Physical Health and Self-Care | | |
| HPD4.1. Taking Care of Daily Health Needs | | |
| Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r) | <ul style="list-style-type: none"> Books: The Germs; Whatever the Weather Avoid Germs and Prevent Illness Germs <p>Mentor Resources:</p> <ul style="list-style-type: none"> Hand Washing Rebus; Dental Chart; Monkey Mouth | <ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing Unit 6, Pg. 79 Bath Time Unit 7, Pg. 174 Taking Care of My Teeth |
| Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s) | Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. | <ul style="list-style-type: none"> Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 6, Pg. 75 Grown-Up Manners |
| Consistently uses strategies to calm themselves when needed (HPD4.1t) | 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"> Introduction, Pg. 16 Private Place Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles |
| HPD4.2. Adopting Safe Behaviors | | |
| Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o) | <ul style="list-style-type: none"> Songs: Storms; Sun Blues Book: The Germs Avoid Germs and Prevent Illness Germs Lightning Safety | <ul style="list-style-type: none"> Unit 3, pg. 334 Call for Help Unit 3, pg. 337 Emergency! Unit 7, pg. 153 Paying Attention Keeps Everyone Safe Unit 7, Pg. 184 Consequence Game |
| Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p) | | <ul style="list-style-type: none"> Unit 1, Pg. 127 Dramatic Play: Construction Site |

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| HPD4.2. Adopting Safe Behaviors <i>continued</i> | | |
| Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q) | Mentor Resources: • Community Helpers | • Unit 3, Pg. 375 Trusted Adults |
| Identifies emergency and non-emergency situations (HPD4.2r) | Mentor Resources: • Emergency Preparedness for Kids; Fire Safety Activities for Kids | • Unit 3, pg. 334 Call for Help • Unit 3, pg. 337 Emergency! |
| HPD4.3. Eating With Healthy Habits | | |
| Makes healthy eating choices both independently and with support (HPD4.3m) | • Song: Health • Healthy Food Mentor Resources: • My Healthy Plate; Food Pictures | • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating |
| Follows picture recipes to prepare a simple snack (HPD4.3n) | | • Unit 1, Pg. 40 Snack • Unit 3, pg. 319 Plant Part Salad • Unit 7, Pg. 216 Chicka Chicka Boom Book Snack |
| Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “Milk makes my bones strong.” (HPD4.3o) | • Song: Health • Healthy Food Mentor Resources: • My Healthy Plate; Food Pictures | • Unit 3, pg. 319 Plant Part Salad • Unit 7, pg. 205 Healthy Eating |
| HPD4.4. Developing Healthy Habits for Rest and Sleep | | |
| Independently starts and participates in sleep routines (HPD4.4m) | • Song: Health • Exercise and Rest | • Unit 6, pg. 118 Come Rest Awhile (Yoga) |
| Can describe why sleep keeps us healthy (HPD4.4n) | • Exercise and Rest | • Unit 6, pg. 118 Come Rest Awhile (Yoga) |

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| AREA FIVE: COGNITIVE DEVELOPMENT (CD) | | |
| CD1. Science: The Natural and Physical World | | |
| CD1.1. Paying Attention to the Natural World | | |
| Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j) | <ul style="list-style-type: none"> • Song: Same and Different • Let's Compare • Comparatives • Materials | <ul style="list-style-type: none"> • Unit 1, pg. 75 Five Senses: How Do We Know? • Unit 1, pg. 84 What Do You See? • Unit 1, pg. 86 Excellent Eyes • Unit 1, pg. 105 Pouring Sounds • Unit 1, pg. 152 Slime! • Unit 1, pg. 134 Texture Sort |
| Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k) | All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond. | <ul style="list-style-type: none"> • Introduction, pg. 16 Science Center • Unit 1, pg. 24 What Do Scientists Do? • Unit 1, pg. 75 Five Senses: How Do We Know? • Unit 3, pg. 306 How Do Plants Drink? • Unit 3, pg. 365 Seed Investigation • Unit 4, pg. 121 Frog or Toad? • Unit 5, pg. 216 What Do Spiders Like? • Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold? |
| Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 1, Pg. 38 Illustration Investigation |
| CD1.2. Testing Questions and Ideas | | |
| Uses many sources (e.g., pictures, books) to gather information (CD1.2n) | <ul style="list-style-type: none"> • Song: Five Senses • Science Books • Informational Books (See titles at end of document.) • Sight • Taste • Smell • Touch • Hearing • Science Tools • Weather Tools • Observe a Simple System | <ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, pg. 131 Good Friends Activity: I Pay Attention |

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| CD1.2. Testing Questions and Ideas <i>continued</i> | | |
| With adult guidance, plans and conducts investigations (CD1.2o) | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health | <ul style="list-style-type: none"> • Introduction, pg. 16 Science Center • Unit 1, pg. 24 What Do Scientists Do? • Unit 1, pg. 75 Five Senses: How Do We Know? • Unit 3, pg. 306 How Do Plants Drink? • Unit 3, pg. 365 Seed Investigation • Unit 4, pg. 121 Frog or Toad? • Unit 5, pg. 216 What Do Spiders Like? • Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold? |
| Analyzes results, draws conclusions, and communicates results (CD1.2p) | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation | <ul style="list-style-type: none"> • Unit 2, pg. 176 Smell Survey • Unit 3, pg. 306 How Do Plants Drink? • Unit 3, pg. 365 Seed Investigation • Unit 6, pg. 54 Germs |
| Collaborates with others to conduct investigations (CD1.2q) | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation | <ul style="list-style-type: none"> • Unit 3, pg. 306 How Do Plants Drink? • Unit 3, pg. 365 Seed Investigation • Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold? |
| CD2. Social Science: People, Community, and Culture | | |
| CD2.1. Learning About Ways That People Interact | | |
| Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n) | <ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) <p>Mentor Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children; Community Helpers | <ul style="list-style-type: none"> • Unit 1, pg. 133 Farmer in the Dell: Word Mix-up • Unit 2, pg. 160 Dramatic Play: Restaurant • Unit 2, pg. 242 Dramatic Play: Pet Store • Unit 3, pg. 328 We All Have Jobs • Unit 3, pg. 330 Dramatic Play: Fire Station • Unit 3, pg. 345 Which Hat Is Best? • Unit 6, pg. 69 Dramatic Play: Post Office |
| Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o) | <ul style="list-style-type: none"> • Pretend Play <p>Mentor Resources:</p> <ul style="list-style-type: none"> • Community Helpers | <ul style="list-style-type: none"> • Center Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 2, pg. 160 Dramatic Play: Restaurant • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 2, pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 134 Dramatic Play: Architect's Office • Unit 7, Pg. 141 Tool Workshop |

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| CD2.1. Learning About Ways That People Interact <i>continued</i> | | |
| Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections (CD2.1p) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Dramatic Play Activities • Music and Dance Activities |
| CD2.2. Understanding Relationships and Connections | | |
| Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g) | <ul style="list-style-type: none"> • My Family • Clubhouse • Marmot's Basket | <ul style="list-style-type: none"> • Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family |
| Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h) | Waterford's Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem |
| With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i) | Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. | <ul style="list-style-type: none"> • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| CD2.3. Learning About Differences | | |
| Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g) | Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures. | <ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me |
| Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center |

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| CD2.3. Learning About Differences <i>continued</i> | | |
| With adult help, notices and communicates about different family structures represented in the group (CD2.3i) | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family |
| Communicates about own family's culture and traditions and accepts that children and families are different (CD2.3j) | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. | <ul style="list-style-type: none"> • Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family |
| CD3. Mathematics | | |
| CD3.1. Comparing Numbers, Counting, and Recognizing Quantities | | |
| Counts forward to 20 by memory (CD3.1q) | <ul style="list-style-type: none"> • Counting Songs • Number Instruction • Number Practice • Bug Bits | <ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle |
| Counts backwards from 5 (CD3.1r) | <ul style="list-style-type: none"> • Song: Backward Counting • Book: A Space Adventure • Counting Back | <ul style="list-style-type: none"> • Unit 3, Pg. 280 Counting Backwards |
| Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s) | <ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Bug Bits • Match Numbers • Number Instruction • Number Counting | <ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle |
| Counts up to 10 objects in a line (CD3.1t) | <ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Bug Bits • Match Numbers • Number Instruction • Number Counting | <ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 200 Counting in a Circle |
| Answers the question "How many?" for up to 10 objects (CD3.1u) | <ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Match Numbers • Number Instruction • Number Counting | <ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match |

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| CD3.1. Comparing Numbers, Counting, and Recognizing Quantities <i>continued</i> | | |
| Counts out 10-20 objects in a line from a larger group (CD3.1v) | <ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Match Numbers • Number Instruction • Number Counting | <ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match |
| Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w) | <ul style="list-style-type: none"> • Moving Targets (Dots) • Match Numbers • Bug Bits | <ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets • Unit 7, Pg. 247 How Many Are Hiding? |
| Uses words that mean zero such as “nothing” or “none” (CD3.1x) | <ul style="list-style-type: none"> • Song: Zero Is a Big Round Hole • Book: Zero in My Toy Box | <ul style="list-style-type: none"> • Unit 4, Pg. 70 Introduce and Count Zero • Unit 4, Pg. 81 Read and Write Zero |
| Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y) | <ul style="list-style-type: none"> • Song: Graphing • Match Numbers • Calendar/Graph Weather | <ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 261 Make One More • Unit 2, Pg. 191 Traffic Jam Count 1-5 |
| Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same” (CD3.1z) | <ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Make and Count Groups | <ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division |
| Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa) | <ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than | <ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 2, Pg. 208 Pizza Chef Match |
| CD3.2. Understanding Number Relationships and Solving Problems Using Operations | | |
| Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c) | <ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition • Add Groups • Act Out Addition | <ul style="list-style-type: none"> • Unit 6, pg. 83 Ten Frame Game • Unit 7, pg. 247 How Many Are Hiding? |
| Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d) | <ul style="list-style-type: none"> • Songs Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Subtract Groups • Act Out Subtraction | <ul style="list-style-type: none"> • Unit 6, pg. 83 Ten Frame Game • Unit 7, pg. 247 How Many Are Hiding? |

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| CD3.2. Understanding Number Relationships and Solving Problems Using Operations <i>continued</i> | | |
| With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “1 have 3 and 2 more gives me 4, 5”) (CD3.2e) | <ul style="list-style-type: none"> Song: Counting On Count On Count On by 1 | <ul style="list-style-type: none"> Introduce and Count Number Activities Unit 3, Pg. 271 What Comes Next? Unit 5, Pg. 160 Counting On Unit 7, Pg. 180 Build One More |
| With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3... leaves 2”) (CD3.2f) | <ul style="list-style-type: none"> Song: Backward Counting Book: A Space Adventure Counting Back | <ul style="list-style-type: none"> Unit 3, Pg. 280 Counting Backwards Unit 7, Pg. 229 Build One Less Unit 7, pg. 247 How Many Are Hiding? |
| CD3.3. Geometric Thinking and Spatial Reasoning | | |
| Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s) | <ul style="list-style-type: none"> Geoboard Tangrams | <ul style="list-style-type: none"> Unit 3, pg. 289 Rectangles and Squares Unit 3, Pg. 368 Shapes Mural Unit 4, pg. 28 Classroom Block Play |
| Correctly names squares, rectangles and triangles regardless of size or orientation (CD3.3t) | <ul style="list-style-type: none"> Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes Book: The Shape of Things Circle, Square, Triangle, Rectangle Simple Shapes | <ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 368 Shape Mural Unit 3, Pg. 377 Shape Hunt |
| Describes attributes of two and three dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”) (CD3.3u) | <ul style="list-style-type: none"> Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides Books: The Shape of Things; Imagination Shapes Circle, Square, Triangle, Rectangle Star, Semicircle, Octagon, Oval, Diamond Simple Shapes Solid Shapes Space Shapes World Shapes | <ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 368 Shape Mural Unit 3, Pg. 377 Shape Hunt |
| Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to” (CD3.3v) | <ul style="list-style-type: none"> Songs: Positioning; Get Over the Bugs; Monster Trucks Book: Up in the Air Position Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through Inside, Outside, Between First, Middle, Last | <ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On |

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| CD3.4. Sorting, Classifying, and Patterning | | |
| Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4i) | <ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC | <ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns |
| Fills in missing elements of simple, repeating patterns (CD3.4m) | <ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC | <ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns |
| Recognizes, names, and extends simple repeating patterns (CD3.4n) | <ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC | <ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns |
| Describes quantitative changes (e.g., “I am two years older than when I started school.”) (CD3.4o) | <p><i>Mentor Resources:</i></p> <ul style="list-style-type: none"> • Learning Together: Number Sense | <ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than |
| CD3.5. Describing, Comparing, and Measuring | | |
| Directly compares the length or volume of two objects (CD3.5g) | <ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity | <ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume |
| Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h) | <ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small Song • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals | <ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume |

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| CD3.5. Describing, Comparing, and Measuring <i>continued</i> | | |
| With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is (CD3.5i) | <ul style="list-style-type: none"> • Song: Measuring Plants • Length | <ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume |
| With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight (CD3.5j) | <ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small Song • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals | <ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume |
| With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k) | <ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight | <ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume |
| With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size) (CD3.5l) | <ul style="list-style-type: none"> • Size • Order Size | <ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume |
| With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured (CD3.5m) | <ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight | <ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume |
| With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n) | <ul style="list-style-type: none"> • Song: It Happened Yesterday • Books: Marty’s Mixed-up Mom; José Three; I Can’t Wait • First, Next, and Last | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 18 Afternoon Centers |

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| CD4. Fine Arts | | |
| CD4.1. Exploring and Expressing Ideas Through Movement and Dance | | |
| Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p) | | <ul style="list-style-type: none"> • Unit 1, pg. 130 We're Standing on One Foot! • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 122 Obstacle Course |
| Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q) | | <ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 4, pg. 42 Birds on a Perch • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 122 Obstacle Course |
| Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r) | <ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody | <ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments |
| Follows directions or example to stop moving on cue (CD4.1s) | | <ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 103 Instrument Chairs |
| Reproduces dance steps or movements several times (CD4.1t) | <ul style="list-style-type: none"> • Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes • Baby's Ballet • Mama's Melody | <ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 4, pg. 42 Birds on a Perch • Unit 6, pg. 53 Floating Robots |
| Uses dance to communicate ideas or feelings (CD4.1u) | <ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody | <ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program |

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| CD4.2. Learning About and Through Music | | |
| Creates original lyrics and songs (CD4.2s) | | <ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop |
| Keeps a steady beat for 8-16 counts by patting body parts or using small instruments (CD4.2t) | <ul style="list-style-type: none"> Song: Head, Shoulders, Knees, and Toes | <ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play Music Shop Unit 1, Pg. 103 Instrument Chairs Unit 3, Pg. 365 Animal Beat Unit 4, Pg. 27 Mammal Rhythm Unit 4, Pg. 57 Self-Control Musical Instruments Unit 6, Pg. 59 Rhythm Stick Sounds |
| Draws to represent patterns in sound (e.g., “clap, clap, stomp, stomp” drawn as “dot, dot, dash, dash”) (CD4.2u) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop |
| Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v) | <p>Mentor Resources:</p> <ul style="list-style-type: none"> Homelink: Unit 6, Week 3 | <ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop |
| CED4.3. Building Understanding, Empathy, and Relationship Skills Through Drama and Theatre Arts | | |
| Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n) | <ul style="list-style-type: none"> Pretend Play <p>Mentor Resources:</p> <ul style="list-style-type: none"> Community Helpers; Role Play; What Would You Do? | <ul style="list-style-type: none"> Dramatic Play Activities |
| Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o) | <ul style="list-style-type: none"> Pretend Play <p>Mentor Resources:</p> <ul style="list-style-type: none"> Community Helpers; Role Play; What Would You Do? | <ul style="list-style-type: none"> Dramatic Play Activities |
| CD4.4. Using Visual Arts Media to Express Thoughts and Feelings | | |
| Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 7, Pg. 139 Painting My Feelings |
| Draws the human form with more accuracy and detail (CD4.4l) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> Visual Arts Activities |
| Begins to describe art and the story it tells (CD4.4m) | <ul style="list-style-type: none"> Squirrel’s Sketches | <ul style="list-style-type: none"> Unit 7, Pg. 146 Artist’s Statement Unit 7, Pg. 154 Gallery Talk |
| With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> Introduction, Pg. 8 Art Center |

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 is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at mentor.waterford.org can be found in Spanish or with Spanish support.

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

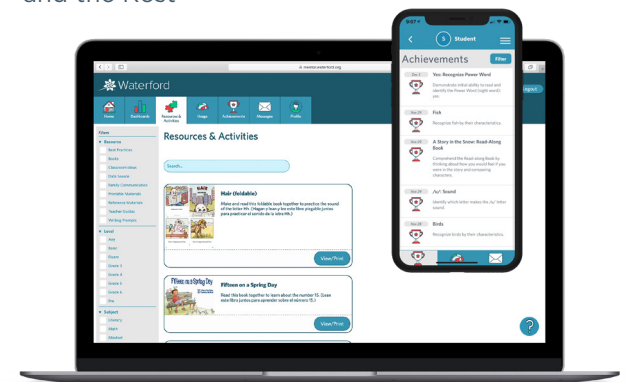
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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