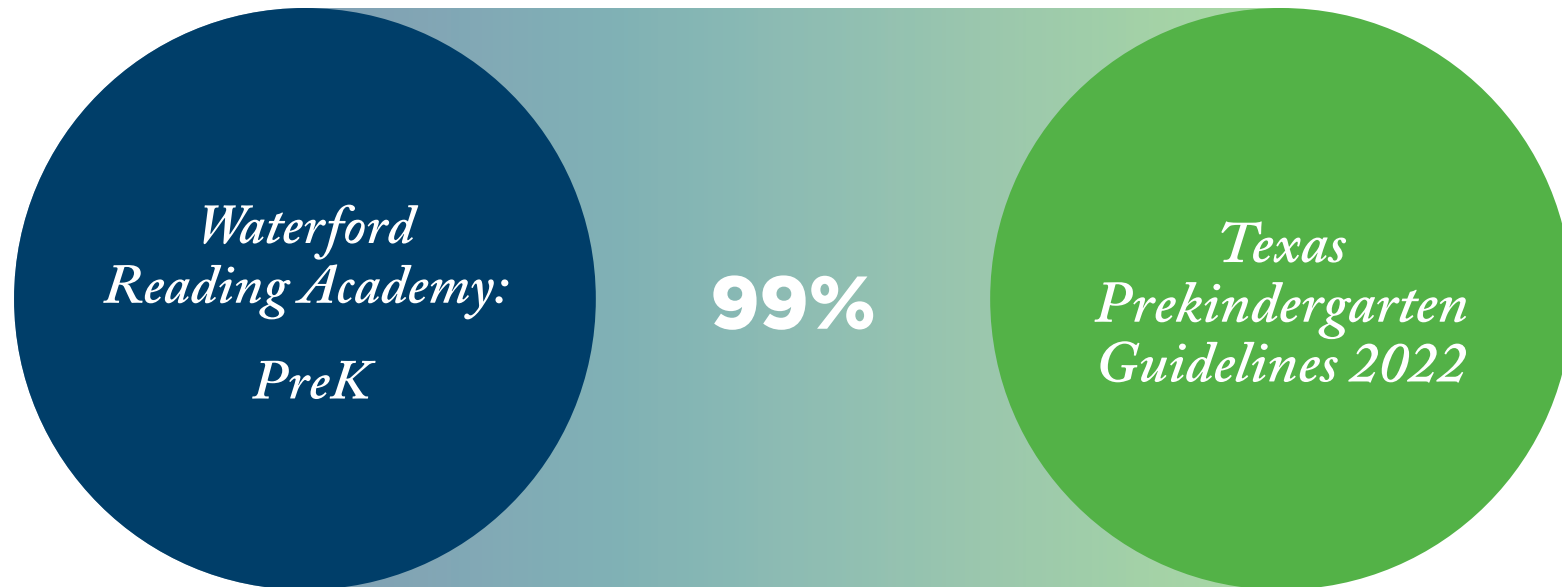


CURRICULUM *Correlation*



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

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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. Self-Concept		
PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 1, Pg. 143 Builders and Bulldozers Unit 7, Pg. 187 Pathways in Space
PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.	<ul style="list-style-type: none"> Perfect Present Squirrel's Sketches 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend Unit 4, Pg. 112 I Can Book Unit 7, Pg. 246 I Know
PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.		<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 112 I Can Book Unit 7, Pg. 246 I Know
PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.	<ul style="list-style-type: none"> Baby's Blocks Musical Mayhem Boo Hoo Baby 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 110 Plan, Do, Review Unit 4, Pg. 112 I Can Book Unit 7, Pg. 198 Program Decorations
B. Self-Regulation		
1. Behavior Control		
PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.		<ul style="list-style-type: none"> Introduction, Pg. 24 Daily Routines Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center Unit 1, Pg. 43 Reflection and Dismissal
PK4.I.B.1.b Child takes care of and manages classroom materials.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> Unit 1, Pg. 11 Centers Clean-up and Review Unit 1, Pg. 19 Birthday Cupcakes Unit 1, Pg. 38 Introduction: The Art Center Unit 2, Pg. 214 Garbage Elves Unit 3, Pg. 372 Seed Mosaics
PK4.I.B.1.c. Child regulates own behavior with occasional reminders or assistance from adults.	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"> Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 35 I Can Calm Down Unit 4, Pg. 52 What Would Pete the Cat Do? Unit 4, Pg. 84 Working Together

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. Emotional Control		
PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.	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"> Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 4 Guess How I’m Feeling Unit 4, Pg. 13 We’re All Happy Unit 4, Pg. 84 Working Together
PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	<ul style="list-style-type: none"> It’s Not Fair! Do I Have To? Lost and Found 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 4 Guess How I’m Feeling Unit 4, Pg. 26 Journal Prompt: I feel... Unit 4, Pg. 74 It’s Okay to Say No
PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	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. 6 The Listening Rug Unit 1, Pg. 39 Quiet Time Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down
3. Control of Attention		
PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 10 Computer Center Unit 1, Pg. 10 Introduction to Centers
PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> Story Time Activities
C. Relationships with Others		
PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.	<ul style="list-style-type: none"> Where’s Papa? Find Me! It’s Not Fair! 	<ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 7, Pg. 150 What Doesn’t Belong?
PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.	<ul style="list-style-type: none"> Clubhouse The Picnic 	<ul style="list-style-type: none"> Unit 1, Pg. 66 Classroom Helpers Unit 5, Pg. 197 I’m a Helper
PK4.I.C.3 Child shows competence in initiating social interactions.	<ul style="list-style-type: none"> Clubhouse Party Time 	<ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 1, Pg. 20 Reflection and Dismissal Unit 6, Pg. 56 Can I Play With You?

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Relationships with Others <i>continued</i>		
PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.	<ul style="list-style-type: none"> Clubhouse 	<ul style="list-style-type: none"> Introduction, Pg. 9 Block Center Introduction, Pg. 11 Dramatic Play Center Dramatic Play Activities
PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 4, Pg. 13 We're All Happy Unit 6, Pg. 99 I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem
PK4.I.C.6 Child demonstrates empathy and caring for others.	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem 	<ul style="list-style-type: none"> Unit 2, Pg. 202 Kind Kids Unit 4, Pg. 13 We're All Happy Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes
PK4.I.C.7 Child interacts with peers and has preferred friends.	<ul style="list-style-type: none"> Clubhouse Marmot's Basket Party Time Musical Mayhem 	<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 4, Pg. 13 We're All Happy Unit 7, Pg. 249 Friendship
D. Social Awareness		
PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? 	<ul style="list-style-type: none"> Unit 2, Pg. 202 Kind Kids Unit 2, Pg. 225 We're All Happy
II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN		
A. Listening Comprehension		
PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	<ul style="list-style-type: none"> Unit 1, Pg. 13 Going on a Bear Hunt Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 7, Pg. 150 What Doesn't Belong?
PK4.II.A.2 Child shows understanding by following three-step verbal directions.	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> Unit 1, Pg. 110 Plan, Do, Review Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Speaking (Conversation)		
PK4.II.B.1 Child uses language for multiple purposes.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 145 What's in the Bag? Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 5, Pg. 214 Set the Table, Please
PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 136 Find Someone Who Has...
PK4.II.B.3 Child provides appropriate information in various settings.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 254 Polly Put the Kettle On Unit 5, Pg. 214 Set the Table, Please
PK4.II.B.4 Child matches language to social contexts.		<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 136 Find Someone Who Has... Unit 3, Pg. 369 Where is Thumbkin: Find the Marble Unit 5, Pg. 246 Library Field Trip Unit 7, Pg. 131 I Pay Attention
C. Articulation		
PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 254 Polly Put the Kettle On Unit 5, Pg. 214 Set the Table, Please
PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Letter Sound Screening Sound Room 	<ul style="list-style-type: none"> Unit 1, Pg. 17 Llama Llama Sounds Unit 1, Pg. 118 Sound Order

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Vocabulary		
<p>PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>	<ul style="list-style-type: none"> • Songs: Adjectives Describe; Adverbs • Adjectives • Adverbs 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 112 Elephant Invitations • Unit 3, Pg. 337 Exploring Water • Unit 4, Pg. 76 What Makes a Fish? • Unit 5, Pg. 151 Dinosaur Stomp
<p>PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>	<ul style="list-style-type: none"> • Math Books • Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 151 How to Wash My Bear
<p>PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 5, Pg. 151 Dinosaur Stomp
E. Sentences and Structure		
<p>PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p>	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 181 Introducing Journals • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
<p>PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Verbs • Nouns • Plural Nouns • Verbs • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 136 Find Someone Who Has... • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 5, Pg. 214 Set the Table, Please
<p>PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 181 Introducing Journals • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
<p>PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 181 Introducing Journals • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
III. EMERGENT LITERACY: READING DOMAIN		
A. Motivation to Read		
PK4.III.A.1 Child engages in story-related pre-reading activities.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books • Math Books • Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center
PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Unit 2, Pg. 242 Pet Store
B. Phonological Awareness		
PK4.III.B.1 Child identifies the individual words in a spoken sentence.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mix-up • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences
PK4.III.B.2 Child distinguishes differences between similar-sounding words.	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • Change One Sound • Phoneme Substitution 	
PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.	<ul style="list-style-type: none"> • Song: Compound Words • Take Away Syllables 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Listening Activity: Where is Thumbkin? Compound Words • Unit 4, Pg. 16 Listening Activity: Blend Farm Compound Words • Unit 4, Pg. 22 Yankee Doodle Compound Words

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Phonological Awareness <i>continued</i>		
PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.	<ul style="list-style-type: none"> • Song: Compound Words • Take Away Syllables 	<ul style="list-style-type: none"> • Unit 3, Pg. 360 Blend Compound Words: My Valentine • Unit 4, Pg. 4 Listening Activity: Where is Thumbkin? Compound Words • Unit 4, Pg. 16 Listening Activity: Blend Farm Compound Words • Unit 4, Pg. 22 Yankee Doodle Compound Words • Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words • Unit 4, Pg. 46 Listening Activity: Animal Compound Words • Unit 4, Pg. 50 Vertebrate Compound Words
PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.	<ul style="list-style-type: none"> • Syllables • Take Away Syllables • Blend Spoken Syllables 	<ul style="list-style-type: none"> • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/
PK4.III.B.6 Child identifies rhyming words.	<ul style="list-style-type: none"> • Song: Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 164 The Hungry Thing: Rhyme Play • Unit 2, Pg. 199 Rhyme Race
PK4.III.B.7 Child identifies alliterative words with pictorial support.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 5, Pg. 212 Jumbled: Finding J Words and Letter sound /j/ • Unit 6, Pg.52 Pairs: Initial Sounds and Letter Sound /p/
PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon 	<ul style="list-style-type: none"> • Unit 6, Pg. 21 New: Onset-Rime and Letter sound /n/ • Unit 7, Pg. 230 Blending Phonemes: BINGO
PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blend Phonemes Instruction • Blending Riddles: Individual Phonemes • Phoneme Segmentation 	<ul style="list-style-type: none"> • Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/ • Unit 7, Pg. 230 Blending Phonemes: BINGO

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Alphabet Knowledge		
PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).	<ul style="list-style-type: none"> • ABC Songs • Letter Introduction • Letter Match • Letter Checker • Find the Letter • Name That Letter • Name Game 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	<ul style="list-style-type: none"> • Letter Sound Activities • Capital Letter Introductions • Lowercase Letter Introductions
PK4.III.C.3 Child produces at least 20 distinct letter sound correspondences.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	<ul style="list-style-type: none"> • Letter Sound Activities • Capital Letter Introductions • Lowercase Letter Introductions
D. Comprehension of Text		
PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On
PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.) • Compare Characters • Describe Characters 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Comprehension of Text <i>continued</i>		
PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.) • Find an Answer • Sum Up: Remember Order • Sum Up: Five Ws • What Comes Next? 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On
PK4.III.D.4 Child makes inferences and predictions about a text.	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 148 Ten Little Goldfish
E. Concepts of Print		
PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	<ul style="list-style-type: none"> • Letter Introduction • Print Concepts • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 133 Farmer in the Dell: Word Mix-up
PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 331 Thank-you Notes • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 7, Pg. 173 End of Year Program Invitations
PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<ul style="list-style-type: none"> • Songs: Sentence Marks; What Is a Sentence? • Sentence Marks • Sentences 	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 8 Morning Message

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
IV. EMERGENT LITERACY: WRITING DOMAIN		
A. Motivation to Write		
PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Unit 4, Pg. 43 Capital Letter Scrapbook
PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 331 Thank-you Notes • Unit 7, Pg. 173 End of Year Program Invitations
B. Writing as a Process		
PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> • Unit 3, Pg. 331 Thank-you Notes • Unit 6, Pg. 90 Thank You Notes for the Storytellers
PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 132 Erasing Mistakes • Unit 6, Pg. 90 Thank You Notes for the Storytellers
PK4.IV.B.3 Child shares and celebrates class-made and individual written products.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> • Unit 7, Pg. 173 End of Year Program Invitations • Unit 7, Pg. 246 I Know
C. Conventions in Writing		
PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.	<ul style="list-style-type: none"> • Name Game • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions
PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Conventions in Writing <i>continued</i>		
PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Unit 1, Pg. 331 Thank-you Notes • Unit 7, Pg. 173 End of Year Program Invitations • Unit 7, Pg. 246 I Know
PK4.IV.C.5 Child begins to experiment with punctuation when writing.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
V. MATHEMATICS DOMAIN		
A. Number Sense		
PK4.V.A.1 Child rote counts from 1 to 30.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Instruction 	<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
PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.	<ul style="list-style-type: none"> • One-to-One Correspondence • Counting Songs • Match Numbers • Number Counting • Number Instruction • Number Practice • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 3, Pg. 333 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
PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	<ul style="list-style-type: none"> • Make and Count Groups • Match Numbers • One-to-One Correspondence 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match
PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits • Make and Count Groups <p>Engagement:</p> <ul style="list-style-type: none"> • Dot Cards 	<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?

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Number Sense <i>continued</i>		
PK4.V.A.5 Child recognizes numerals 0-10.	<ul style="list-style-type: none"> Counting Songs Make and Count Groups Match Numbers Number Instruction Number Practice 	<ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 234 Number Books 1-5
PK4.V.A.6 Child represents quantities up to 10.	<ul style="list-style-type: none"> Counting Songs Make and Count Groups 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 218 Group Five Pets
PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.	<ul style="list-style-type: none"> Make and Count Groups 	<ul style="list-style-type: none"> Unit 1, Pg. 40 Math: Same Two Unit 2, Pg. 160 Counting On Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 226 Five Frame Match Unit 7, Pg. 247 How Many Are Hiding?
PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).	<ul style="list-style-type: none"> Song: Greater Than, Less Than Book: For the Birds Greater Than, Less Than More Than Fewer Than 	<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
B. Joining and Separating		
PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.	<ul style="list-style-type: none"> Songs: Pirates Can Add; On the Bayou; Addition Book: Five Delicious Muffins Make and Count Groups Add Groups Act Out Addition 	<ul style="list-style-type: none"> Unit 6, Pg. 83 Ten Frame Game Unit 7, Pg. 180 Build One More
PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.	<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 7, Pg. 229 Build One Less Unit 7, Pg. 247 How Many Are Hiding?

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Geometry and Spatial Sense		
PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 377 Shape Hunt • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles
PK4.V.C.2 Child creates shapes using materials and/or manipulatives.	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 351 Making Shapes • Unit 4, Pg. 28 Classroom Block Play
PK4.V.C.3 Child demonstrates use of position words.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • 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
PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 366 Shapes Mural • Unit 3, Pg. 377 Shape Hunt
D. Measurement		
PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.	<ul style="list-style-type: none"> • Song: Savanna Size • Length • Tall and Short • Order Size 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length
PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.	<ul style="list-style-type: none"> • Capacity 	<ul style="list-style-type: none"> • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Measurement <i>continued</i>		
PK4.V.D.3 Child recognizes and compares weights of objects.	<ul style="list-style-type: none"> • Song: Large, Larger, Largest • Weight • Heavy and Light 	<ul style="list-style-type: none"> • Unit 7, Pg. 142 Weight • Unit 7, Pg. 209 Exploring Weight
PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar
E. Classification and Patterns		
PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Big and Little 	<ul style="list-style-type: none"> • Unit 1, Pg. 107 Sound Box Match Up • Unit 1, Pg. 119 Sorting Buttons • Unit 5, Pg. 155 Vertebrates Sort and Review
PK4.V.E.2 Child collects data and organizes it in a graphic representation.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns: AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 39 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns
VI. SCIENCE DOMAIN		
A. Physical Science		
PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See • Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little • Solid and Liquid • Sight • Touch • Hearing • Smell • Taste 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 2, Pg. 176 Smell Survey

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Physical Science <i>continued</i>		
PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.	<ul style="list-style-type: none"> • Song: Get Over the Bugs; Position Cat • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • 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
PK4.VI.A.3 Child uses simple scientific tools to learn about objects.	<ul style="list-style-type: none"> • Length • Capacity • Weight • Science Tools • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 4, Pg. 18 Bone Exploration • Unit 5, Pg. 175 Ant Farm Extension
PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.	<ul style="list-style-type: none"> • Song: Sun Blues • Books: I Want to Be a Scientist Like Thomas Edison; Lightning Bells • Sun 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 284 Sunlight and Temperature Investigation
B. Life Science		
PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal 	<ul style="list-style-type: none"> • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 89 Fish Moves • Unit 4, Pg. 108 What Makes an Amphibian?

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Life Science <i>continued</i>		
PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.	<ul style="list-style-type: none"> • Song: Plants are Growing • Amphibians • Plants • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 316 Plant Parts
PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Seasons • Book: That’s What I Like: A Book About Seasons • Rainforests • Mountains • Oceans • Desert • Spring • Summer • Fall • Winter • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold?
C. Earth and Space Science		
PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.	<ul style="list-style-type: none"> • Materials • Magnets 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 284 Sunlight and Temperature Investigation
PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon, Precipitation • Book: Star Pictures; Moon Song • Sun • Moon • Clouds • Constellations 	<ul style="list-style-type: none"> • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites • Unit 7, Pg. 233 Precipitation

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Earth and Space Science <i>continued</i>		
<p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like: A Book About Seasons • Sun • Moon • Constellations • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation
<p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p>	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Pollution Rap; Conservation • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 349 Where Does Our Water Come From?
VII. SOCIAL STUDIES DOMAIN		
A. People Past and Present		
<p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p>	<ul style="list-style-type: none"> • Song: Same and Different • Books: Seeing Fingers; In the Rain; José Three; Mine 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 14 Picturing My Body
<p>PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.</p>	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • Soup’s On! 	<ul style="list-style-type: none"> • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 286 Grandmas: Same and Different
<p>PK4.VII.A.3 Child connects his life to events, time, and routines</p>	<ul style="list-style-type: none"> • Connect to Me • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 3, Pg. 358 Families Have Stories
B. Economics		
<p>PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.</p>	<ul style="list-style-type: none"> • Song: Food From Plants • Book: Whatever the Weather • Food From Plants • Healthy Food 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 373 Farm to Table



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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Economics <i>continued</i>		
PK4.VII.B. 2 Child demonstrates an understanding of what it means to be a consumer.	<ul style="list-style-type: none"> Book: Follow the Apples! 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 3, Pg. 373 Farm to Table
PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.	<p>Engagement:</p> <ul style="list-style-type: none"> Community Helpers 	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 328 We All Have Jobs Unit 3, Pg. 345 Which Hat is Best?
C. Geography		
PK4.VII.C.1 Child identifies and creates common geographic features.	<ul style="list-style-type: none"> Song: I Am Part of All I See Book: Where in the World Would You Go Today? Rainforests Mountains Oceans Desert Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians 	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play Unit 5, Pg. 175 Ant Farm Extension
PK4.VII.C.2 Child explores geography tools and resources	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are
D. Citizenship		
PK4.VII.D.1 Child identifies the United States and Texas flag.	<ul style="list-style-type: none"> Sing Around the World: Intro (s) 	<ul style="list-style-type: none"> Introduction, Pg. 6 Plan Your Space Unit 6, Pg. 48 Flag On The Moon
PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.		
PK4.VII.D.3 The child engages in voting as a method for group decision-making.		<ul style="list-style-type: none"> Unit 6, Pg. 48 Flag On The Moon

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIII. FINE ARTS DOMAIN		
A. Art		
PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.	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 3, Pg. 363 Fire Painting • Unit 3, Pg. 374 Seed Mosaics • Unit 7, Pg. 235 Rain Sticks
PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement
PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 7, Pg. 154 Gallery Talk
B. Music		
PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	Music is an integral part of Waterford, including songs specific to learning objectives, as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 1, Pg. 103 Instrument Chairs • Unit 6, Pg. 22 Find the Beat
PK4.VIII.B.2 Child responds to different musical styles through movement and play.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing With Props • Unit 3, Pg. 367 Animal Beat
C. Dramatic Expression		
PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 6, Pg. 89 Storytelling Festival
IX. PHYSICAL DEVELOPMENT DOMAIN		
A. Gross Motor Development		
PK4.IX.A.1 Child demonstrates coordination and balance in isolation.	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We’re Standing on One Foot • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Circus School
PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 238. Surfing the Waves

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Fine Motor Development		
PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.	Engaging in Waterford activities requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Unit 1, Pg. 56 Pencil Grip Unit 7, Pg. 141 Tool Workshop
PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	The daily use of a touch pad or mouse helps develop eye-hand coordination.	<ul style="list-style-type: none"> Unit 1, Pg. 57 Cooking Apples Investigation Unit 1, Pg. 114 Snip, Snip, Cut Unit 3, Pg. 309 Leaf Rubbings Unit 3, Pg. 314 Cutting Shapes Unit 5, Pg. 219 Spider Webs
C. Personal Safety and Health		
PK4.IX.C.1 Child practices good habits of personal safety.	<ul style="list-style-type: none"> Song: Storms Lightning Safety 	<ul style="list-style-type: none"> Unit 1, Pg. 127 Construction Site Unit 2, Pg. 166 Safe Smelling Unit 3, Pg. 287 Sun Safe Song Unit 5, Pg. 246 Library Field Trip Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe Unit 7, Pg. 231 Water Safety
PK4.IX.C.2 Child practices good habits of personal health and hygiene.	<ul style="list-style-type: none"> Song: Health Books: The Germs; We All Exercise Build Knowledge: The Germs Exercise and Rest 	<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 Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth
PK4.IX.C.3 Child identifies good habits of nutrition and exercise.	<ul style="list-style-type: none"> Song: Health Book: We All Exercise Exercise and Rest Healthy Food 	<ul style="list-style-type: none"> Unit 6, Pg. 108 Exercise Makes Me Better Unit 7, Pg. 205 Healthy Eating Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
X. TECHNOLOGY APPLICATIONS DOMAIN		
A. Technology and Devices		
PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, or entering answers on the keyboard.	<ul style="list-style-type: none"> Introduction, Pg. 10 Computer Center Unit 1, Pg. 30 SmartStart Orientation: The Portal Screen
PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	<ul style="list-style-type: none"> Introduction, Pg. 10 Computer Center Unit 1, Pg. 28 SmartStart Orientation Unit 1, Pg. 30 SmartStart Orientation: The Portal Screen

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Technology and Devices <i>continued</i>		
PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.	<ul style="list-style-type: none"> • Create Your Own Environment 	<ul style="list-style-type: none"> • Unit 7, Pg. 216 Digital Program • Unit 7, Pg. 244. Weather Report
PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.	Children access Waterford by selecting the desktop icon. 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. 30 SmartStart Orientation: The Portal Screen • Unit 1, Pg. 38 Illustration Investigation • Unit 6, Pg. 117 Digital Safety
PK4.X.A.5 Child practices safe behavior while using digital tools and resources.	Waterford is mindful of screen time and the session ends after the recommended 15 minutes of instruction.	<ul style="list-style-type: none"> • Unit 6, Pg. 117 Digital Safety

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

PRE-MATH & SCIENCE

Math Books

Zero In My Toybox; 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; Zero Is a Big Round Hole; 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

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 Cat; 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

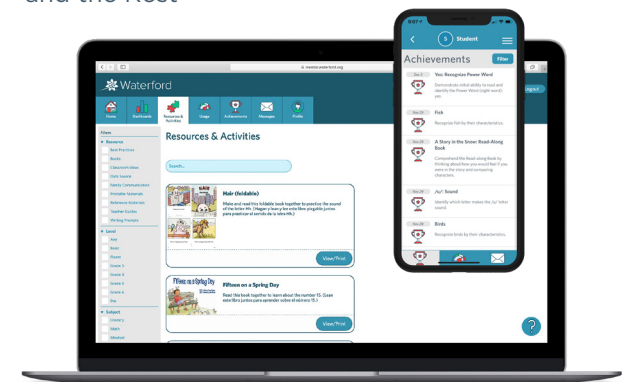
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).