

CURRICULUM *Correlation*



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

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KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL FOUNDATIONS (SF)		
SOCIAL EMOTIONAL (1)		
Recognize and identify emotions of self and others.		
Recognize and identify own emotions and the emotions of others.	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Boo Hoo Baby • Lost and Found • Musical Mayhem • Party Time • Where's Papa? 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 35 I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
Express, understand, and respond to feelings (emotions) of self and others.	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Boo Hoo Baby • Lost and Found • Musical Mayhem • Party Time • Where's Papa? 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 35 I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
Express concern for the needs of others and people in distress.	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found • Musical Mayhem • Where's Papa? 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
Look to adults for emotional support and guidance.		
Separate from familiar adults in a familiar setting with minimal distress.		<ul style="list-style-type: none"> • Introduction, Pg. 24 Daily Routines • Unit 1, Pg. 4 Arrival and Toy Time
Seek security and support from familiar adults in anticipation of challenging situations.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • 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 • Unit 5, Pg. 186 Journal Prompt: I Got Help When...

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Look to adults for emotional support and guidance <i>continued</i>.		
Request and accept guidance from familiar adults.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • 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 • Unit 5, Pg. 186 Journal Prompt: I Got Help When...
Demonstrate ability to resolve conflicts with others.		
Seek adult help when solving interpersonal conflicts.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
With modeling and support, negotiate to resolve social conflicts with peers.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
APPROACHES TO LEARNING/EXECUTIVE FUNCTIONING (2)		
Manage the expression of feelings, thoughts, impulses, and behaviors.		
Refrain from demonstrating disruptive or defiant 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. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules
Demonstrate appropriate use of own materials or belongings and those of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other's rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 2, Pg. 240 I'm Responsible • Introduction, Pg. 8 Art Center
Demonstrate the ability to delay gratification for short periods of time.		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend

KINDERGARTEN READINESS ASSESSMENT (KRA) COMMON LANGUAGE STANDARDS 2.0

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate the ability to persist with a task.		
Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.	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 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Focus on an activity with deliberate concentration despite distractions and/or temptations.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 134 Texture Sort Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Demonstrate the ability to retain and apply information.		
Follow routines and multi-step directions.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Remember and use information for a variety of purposes, with modeling and support.	<ul style="list-style-type: none"> Build Knowledge Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 20 Reflection and Dismissal
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	<ul style="list-style-type: none"> Do I Have To? Connect to Me 	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 110 Plan, Do, Review Unit 2, Pg. 188 Full Buckets Unit 7, Pg. 165 I Choose Carefully
Demonstrate the ability to solve problems.		
Solve everyday problems based upon past experience.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation Clubhouse Marmot's Basket Musical Mayhem Boo Hoo Baby Baby's Ball 	<ul style="list-style-type: none"> Unit 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 99 I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate the ability to solve problems <i>continued</i>.		
Solve problems by planning and carrying out a sequence of actions.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 99 I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem
Seek more than one solution to a question, problem, or task.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Unit 2, Pg. 216 Dramatic Play: Laundromat Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig Unit 5, Pg. 170 Dramatic Play: Entomology Lab Unit 6, Pg. 99 I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem
Explain reasoning for the solution selected.	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. 10 Introduction to Centers Unit 7, Pg. 165 I Choose Carefully Unit 7, Pg. 184 Consequence Game Unit 6, Pg. 99 I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem
Seek and gather new information to plan for projects and activities.		
Express a desire to learn by asking questions and seeking new information.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 44 Getting Acquainted Unit 4, Pg. 84 Working Together
Demonstrate independence in learning by planning and initiating projects.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation Perfect Present Party Time! 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 134 Texture Sort Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Seek new and varied experiences and challenges (take risks).	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation Perfect Present Party Time! 	<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. 212 It's Different, But It's Good!

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Seek and gather new information to plan for projects and activities continued.</i>		
Demonstrate self-direction while participating in a range of activities and routines.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Perfect Present • Party Time! • Soup’s On! • 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
<i>Demonstrate cooperative behavior in interactions with others.</i>		
Play or work with others cooperatively.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Where’s Papa? • Musical Mayhem • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Bunny Cakes Determination • Unit 1, Pg. 110 Plan, Do, Review • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 112 I Can Book • Unit 7, Pg. 198 Program Decorations
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 32 Bunny Cakes Determination • Unit 1, Pg. 110 Plan, Do, Review • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 112 I Can Book • Unit 7, Pg. 198 Program Decorations
Demonstrate socially competent behavior with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together
Share materials and equipment with other children, with adult modeling and support.		<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE AND LITERACY (LL)		
READING (1)		
Comprehend and respond to interactive read-alouds of literary and informational text.		
Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.	<ul style="list-style-type: none"> • Peek at the Story • Print Concepts • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 148 Ten Little Goldfish
During interactive read-alouds, listen and ask and answer questions as appropriate.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/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"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why
After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, reenactment, drawing, and/or writing as appropriate.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order • Picture Clues • What Comes Next? 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Identify the beginning, middle, and end of literary text.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • First, Next, and Last • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
Identify the main topic of informational text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate understanding of spoken words and sounds (phonemes).		
Identify initial and final sounds in spoken words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	<ul style="list-style-type: none"> • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) • Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds • Unit 6, Pg. 110 Listening Activity: Number Final Sounds • Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/ • Unit 7, Pg. Listening Activity: Initial and Final Sounds Circle
Identify, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables 	<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
Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon 	<ul style="list-style-type: none"> • Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime • Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/
Recognize rhyming words in spoken language.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am III: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Know and apply letter-sound correspondence and letter recognition skills.		
Recognize that words are made up of letters and their sounds.	<ul style="list-style-type: none"> Letter Sound Songs Letters Make Words Print Concepts Letter Sound Songs 	<ul style="list-style-type: none"> Unit 1, Pg. 23 Morning Message Unit 1, Pg. 82 Letters Make Words
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Name That Letter Sound Sound Room Choose a Sound 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/
Recognize and name some upper- and lowercase letters.	<ul style="list-style-type: none"> ABC Songs Distinguish Letters Print Concepts Letter Pictures Letter Trace Similarities and Differences in Letters Name Game 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 4, Pg. 43 Capital Letter Scrapbook Unit 4, Pg. 46 Lowercase Letters
Demonstrate understanding of concepts about print.		
Recognize words as a unit of print and that letters are grouped to form words.	<ul style="list-style-type: none"> Distinguish Letters 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
Demonstrate how print is read (e.g. left to right, top to bottom, front to back).	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"> Unit 1, Pg. 23 Morning Message Unit 1, Pg. 46 The Apple Tree: Discuss the Story Story Time Activities
SPEAKING AND LISTENING (2)		
Communicate effectively in a variety of situations with different audiences, purposes, and formats.		
Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 1, Pg. 44 Getting Acquainted Unit 5, Pg. 214 Set the Table, Please Unit 2, Pg. 254 Polly Put the Kettle On

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Communicate effectively in a variety of situations with different audiences, purposes, and formats.		
Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.	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 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
WRITING (3)		
Produce letter-like shapes, symbols, letters, and words to convey meaning.		
With modeling and support, print letters of own name.	<ul style="list-style-type: none"> • Name Game • 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
With modeling and support, print meaningful words with letters and letter approximations.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace 	<ul style="list-style-type: none"> • Introduction Pg. 17 Writing Center • Capital and Lowercase Letter Introductions • Journal Activities
Use a combination of drawing, dictating and developmentally appropriate writing for a variety of purposes (e.g., tell a story, give an opinion, express ideas).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace 	<ul style="list-style-type: none"> • Introduction Pg. 17 Writing Center • Capital and Lowercase Letter Introductions • Journal Activities
LANGUAGE (4)		
Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.		
Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Nouns • Verbs 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 1, Pg. 44 Getting Acquainted • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 375 Trusted Adults

KINDERGARTEN READINESS ASSESSMENT (KRA) COMMON LANGUAGE STANDARDS 2.0

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities <i>continued.</i>		
Develop understanding of singular and plural nouns (e.g. “dog” means one dog, “dogs” means more than one dog); form regular plural nouns orally by adding /s/ or /es/.	<ul style="list-style-type: none"> • Song: More Than One; Nouns • Plural Nouns • Nouns 	
Understand and begin to use question words.	<ul style="list-style-type: none"> • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Unit 1, Pg. 136 Find Someone Who Has... • Unit 7, Pg. 150 What Doesn’t Belong?
Use frequently occurring prepositions (e.g., “to,” “from,” “in,” “out,” “on,” “off,” “for,” “of,” “by,” “with”).	<ul style="list-style-type: none"> • Song: Preposition Cat 	<ul style="list-style-type: none"> • Unit 2, Pg. 254 Polly Put the Kettle On
Produce complete sentences in shared language activities.	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 5, Pg. 141 Language: Sentence Board Game • Unit 7, Pg. 238 Surfing the Waves
Use words acquired through conversations and shared reading experiences.		
Identify real-life connections between words and their uses (e.g., relate the word “helpful,” used in a story, to own life by telling ways to be helpful).	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sounds
Determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text, or concrete objects.	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy’s Clues • Words Tell About the Pictures • Picture Clues 	<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
Use words for objects, actions, and attributes that reflect variety, specificity, and complexity.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS (MA)		
COUNTING AND CARDINALITY (1)		
Know number name, count sequence, and relationships among number, numeral, and quantity.		
Count the number sequence to 20.	<ul style="list-style-type: none"> Counting Songs (See titles at end of document.) Number Counting 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
Touch each concrete object as it is counted, pairing one number word with each object and saying each number word only once in consistent order.	<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 1, Pg. 23 Counting and Attendance 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
Use number cards arranged in a line to count and then determine what number comes before or after a specific number.	<ul style="list-style-type: none"> Number Songs Counting Songs Math Books Number Instruction Number Line Dot-to-Dot 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 23 Counting and Attendance Unit 5, Pg. 210 Counting to 8 in Relation to 5 Unit 7, Pg. 180 Build One More Unit 7, Pg. 229 Build One Less
Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize).	<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?
Recognize that the count remains the same regardless of the order or arrangement of the objects.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-One Correspondence Bug Bits Make and Count Groups Match Numbers 	<ul style="list-style-type: none"> Unit 1, Pg. 23 Counting and Attendance 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

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Know number name, count sequence, and relationships among number, numeral, and quantity <i>continued</i>.		
Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked “how many” after counting concrete objects.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Make and Count Groups 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 54 Counting and Attendance Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match
Name written numerals and pair them with concrete objects.	<ul style="list-style-type: none"> Number Counting Match Numbers Number Instruction Make and Count Groups 	<ul style="list-style-type: none"> Read and Write Number Activities Introduce and Count Number Activities Unit 2, Pg. 234 Number Books 1-5
OPERATIONS AND ALGEBRAIC THINKING (2)		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
Solve simple addition and subtraction problems with totals less than 5, using concrete objects.	<ul style="list-style-type: none"> Songs: Pirates Can Add; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition Book: Five Delicious Muffins Act Out Addition Act Out Subtraction Add Groups Subtract Groups 	<ul style="list-style-type: none"> Unit 6, Pg. 83 Ten Frame Game Unit 7, Pg. 180 Build One More Unit 7, Pg. 229 Build One Less Unit 7, Pg. 247 How Many Are Hiding?
Use manipulatives to find the amount needed to complete the set.	<ul style="list-style-type: none"> Songs: Pirates Can Add; On the Bayou; A Nice Addition Act Out Addition Add Groups 	<ul style="list-style-type: none"> Unit 2, Pg. 261 Make One More Unit 6, Pg. 83 Ten Frame Game Unit 7, Pg. 247 How Many Are Hiding?
Manipulate sets to decompose numbers (e.g., 1 and 4 objects equal 5 objects; 2 and 3 objects equal 5 objects).	<ul style="list-style-type: none"> Songs: Bakery Subtraction; Circus Subtraction; Addition; On the Bayou Book: Five Delicious Muffins Addition Subtraction Act Out Addition Act Out Subtraction Make and Count Groups Add Groups Subtract Groups 	<ul style="list-style-type: none"> Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 Unit 7, Pg. 180 Build One More Unit 7, Pg. 180 Build One More

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MEASUREMENT AND DATA (3)		
Sort, classify, and compare objects.		
Using prior knowledge of grouping, sort objects by one attribute (e.g., “red or not red,” “round or not round,” or creating a set of “all red” or “all round” objects).	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 4, Pg. 18 Bone Exploration • Unit 4, Pg. 108 What Makes an Amphibian • Unit 5, Pg. 155 Vertebrate Sort and Review
Sort multiple groups by one attribute (e.g., “all blue, all red, all yellow” or “all bears, all cats, all dogs”).	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 4, Pg. 18 Bone Exploration • Unit 4, Pg. 108 What Makes an Amphibian • Unit 5, Pg. 155 Vertebrate Sort and Review
Identify the attribute by which objects are sorted.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Big Small Song • Book: Buttons, Buttons • Large Small Toys • Big Little Animals • Sort • Size • Tall and Short • Big and Little 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 4, Pg. 18 Bone Exploration • Unit 4, Pg. 108 What Makes an Amphibian • Unit 5, Pg. 155 Vertebrate Sort and Review
Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., “greater”/”more than,” “less than,” “same”/”equal to”).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Greater Than, Less Than • More Than, Fewer Than • Match Numbers • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 71 Less Than

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Describe and compare measurable attributes.		
<p>Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as “longer”/”shorter,” “heavier”/”lighter,” or “taller”/”shorter.”</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Measuring Plants • Large Small Toys • Big Little Animals • Size • Tall and Short • Big and Little • Heavy and Light • Length • Capacity 	<ul style="list-style-type: none"> • Arrange and Count Activities • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 358 Fancy Shapes • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
<p>Order objects by measurable attribute (e.g., biggest to smallest).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Large Small Toys • Big Little Animals • Size • Order Size • Tall and Short • Big and Little • Heavy and Light 	<ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 358 Fancy Shapes • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 209 Exploring Volume
<p>Measure length and volume (capacity) using non-standard measurement tools.</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity 	<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 • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
GEOMETRY (4)		
Describe two- and three-dimensional shapes.		
<p>Match similar shapes when given a variety of two- and three-dimensional shapes.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites; Corners and Sides • Book: Imagination Shapes • Similar Figures • Simple Shapes • Solid Shapes • Space Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 358 Fancy Shapes • Unit 3, Pg. 368 Shapes Mural • Unit 3, Pg. 375 Shape Hunt

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Describe two- and three-dimensional shapes <i>continued</i>.		
Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites • Book: Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 358 Fancy Shapes • Unit 3, Pg. 375 Shape Hunt • Unit 3, Pg. 368 Shapes Mural
Distinguish examples and non-examples of various two- and three-dimensional shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites; Corners and Sides • Book: Imagination Shapes • Similar Figures • Simple Shapes • Solid Shapes • Space Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 358 Fancy Shapes • Unit 3, Pg. 375 Shape Hunt • Unit 3, Pg. 368 Shapes Mural
Use informal language to describe three-dimensional shapes (e.g., “box” for cube; “ball” for sphere; “can” for cylinder).	<ul style="list-style-type: none"> • Solid Shapes 	<ul style="list-style-type: none"> • Unit 4, Pg. 8 Flat or Solid
SCIENCE (SC)		
SKILLS AND PROCESSES/LIFE SCIENCE (1)		
Construct knowledge of life science through questioning and observation.		
Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 2, Pg. 223 Living and Nonliving
Use evidence from investigations to describe observable properties of a variety of objects.	<ul style="list-style-type: none"> • Songs: Five Senses; Adjectives Describe; The Scientific Method • Science Investigation • Solid and Liquid 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 3, Pg. 335 Exploring Water

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL STUDIES (SS)		
GOVERNMENT (1)		
Demonstrate understanding of rules and responsible behavior.		
Identify rules used at home and at school.	<p>Engagement:</p> <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
Explain how rules promote order, safety, and fairness.		<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
HISTORY (2)		
Demonstrate an understanding of past, present, and future in the context of daily experiences.		
Describe the events of the day (things that have happened in the immediate past, that happen in the present, and that might happen in the future) using terms such as “morning”/“afternoon” and “night”/“day.”		<ul style="list-style-type: none"> • Introduction, Pg. 24 Morning Meeting and Attendance • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 53 Reflection and Dismissal • Unit 1, Pg. 55 Calendar; Morning Message; Schedule • Unit 1, Pg. 61 Reflection and Dismissal

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate an understanding of past, present, and future in the context of daily experiences <i>continued</i> .		
Communicate about past events and anticipate what comes next during familiar routines and experiences.		<ul style="list-style-type: none"> • Introduction, Pg. 24 Morning Meeting and Attendance • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 53 Reflection and Dismissal • Unit 1, Pg. 55 Calendar; Morning Message; Schedule • Unit 1, Pg. 61 Reflection and Dismissal
PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (PD)		
PHYSICAL EDUCATION (1)		
Demonstrate the ability to use large muscles to perform a variety of physical skills.		
Show fundamental movement by demonstrating spatial concepts in movement patterns.		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot • Unit 1, Pg. 143 Builders and Bulldozers • Unit 2, Pg. 169 Personal Space Circle • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 7, Pg. 187 Pathways in Space
Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 2, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).		<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!
Use non-locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting).		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 2, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 7, Pg. 238 Surfing the Waves

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.		
Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 1, Pg. 56 Writing Letter A (Pencil Grip) • Unit 7, Pg. 141 Tool Workshop
Use classroom and household tools independently with eye-hand coordination to carry out activities.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<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
Use a three-finger grasp of dominant hand to hold a writing tool.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 56 Writing Letter A (Pencil Grip)
HEALTH (2)		
Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.		
With modeling and support, identify and follow basic safety rules.	<ul style="list-style-type: none"> • Song: Sun Blues <p>Engagement:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids 	<ul style="list-style-type: none"> • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
Identify ways adults help to keep us safe.		<ul style="list-style-type: none"> • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 3, Pg. 373 Trusted Adults
With modeling and support, identify the consequences of unsafe behavior.	<ul style="list-style-type: none"> • Song: Sun Blues 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe • Unit 7, Pg. 231 Water Safety
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.		<ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
Demonstrate personal health and hygiene practices.		
Independently complete personal care tasks (e.g., washing hands before eating and after toileting).	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness • Health Experiment 	<ul style="list-style-type: none"> • Introduction, Pg. 27 Toileting • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 87 Wash Your Hands With Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate personal health and hygiene practices <i>continued</i>.		
Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness • Health Experiment 	<ul style="list-style-type: none"> • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 87 Wash Your Hands With Soap (and the ABCs!)
FINE ARTS (FA)		
MUSIC (1)		
Demonstrate awareness of and respond to the characteristics of musical sounds through voice, body movements, and class room instruments.		
Listen and respond to repeated rhythmic patterns.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time 	<ul style="list-style-type: none"> • Music Activities • Dance and Movement Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 111 Friendly Musical Chairs • Unit 2, Pg. 233 Mambo Moves • Unit 6, Pg. 22 Find the Beat
Respond to changes heard in music: fast/slow, loud/soft, long/short, high/low.	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"> • Music Activities • Dance and Movement Activities • Unit 1, Pg. 98 Music Shop and Studio • Unit 2, Pg. 233 Mambo Moves • Unit 3, Pg. 283 High and Low • Unit 6, Pg. 22 Find the Beat
Sing songs that use the voice in a variety of ways.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Music Shop and Studio • Unit 2, Pg. 233 Mambo Moves
Demonstrate steady beat through singing, moving the body, or playing classroom instruments.		<ul style="list-style-type: none"> • Music Activities • Dance and Movement Activities • Unit 1, Pg. 98 Music Shop and Studio • Unit 2, Pg. 233 Mambo Moves • Unit 2, Pg. 251 Body Moves • Unit 6, Pg. 22 Find the Beat
Listen and respond to simple directions or verbal cues in singing games.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> • Music Activities • Dance and Movement Activities • Unit 1, Pg. 98 Music Shop and Studio • Unit 2, Pg. 233 Mambo Moves • Unit 2, Pg. 251 Body Moves

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VISUAL ARTS (2)		
Identify, describe, experiment with, and create images and forms from observation, memory, imagination, and feelings.		
Identify colors, lines, and shapes found in the environment and in works of art.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Book: Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Red, Yellow, and Blue • Color Practice 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 363 Fire Painting • Unit 3, Pg. 368 Shades of Paint • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites • Unit 7, Pg. 139 Painting My Feelings
Use colors, lines, and shapes to communicate ideas about the observed world.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 363 Fire Painting • Unit 3, Pg. 368 Shades of Paint • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites • Unit 7, Pg. 139 Painting My Feelings
Explore and discuss how colors, lines, and shapes are used in artworks.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Book: Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Red, Yellow, and Blue • Color Practice 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 363 Fire Painting • Unit 3, Pg. 368 Shades of Paint • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites • Unit 7, Pg. 139 Painting My Feelings
Use colors, lines, and shapes to make artworks that express ideas and feelings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 363 Fire Painting • Unit 3, Pg. 368 Shades of Paint • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites • Unit 7, Pg. 139 Painting My Feelings

KRA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
THEATER (3)		
Use a variety of theatrical elements and conventions to demonstrate themes about life experiences, ideas, and feelings.		
Listen to and retells or performs nursery rhymes, finger plays, popular children’s books/stories, and other media.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 1, Pg. 33 Dramatic Play: Bunny Cakes Unit 3, Pg. 302 Rock-a-Bye Baby: Lullaby Word Segmentation Unit 3, Pg. 304 Farmer Mash Unit 6, Pg. 89 Storytelling Festival Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Demonstrate themes and ideas about people and events through play.	<ul style="list-style-type: none"> Papa’s Play 	<ul style="list-style-type: none"> Dramatic Play Activities
Create accompaniment to stories using natural and human-made sounds.		<ul style="list-style-type: none"> Dramatic Play Activities Unit 1, Pg. 103 Instrument Chairs Unit 7, Pg. 235 Rain Sticks
DANCE (4)		
Demonstrate knowledge of how elements of dance are used to communicate meaning.		
Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Song: I Touch My Nose Like This Baby’s Ballet Mama’s Melody 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing With Props Unit 2, Pg. 251 Body Moves Unit 3, Pg. 283 High and Low Unit 3, Pg. 304 Farmer Mash
Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, energy, fast and slow, and use of sensory stimuli to create movement.	<ul style="list-style-type: none"> Song: I Touch My Nose Like This Baby’s Ballet Mama’s Melody 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing With Props Unit 2, Pg. 251 Body Moves Unit 3, Pg. 304 Farmer Mash Unit 6, Pg. 22 Find the Beat
Reproduce movement demonstrated by the teacher.		<ul style="list-style-type: none"> Unit 1, Pg. 36 Jump Up and Down Transition Unit 1, Pg. 96 Friendly Musical Chairs Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 251 Body Moves Unit 3, Pg. 304 Farmer Mash Unit 7, Pg. 208 Program Rehearsal

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; Zig Zag

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

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

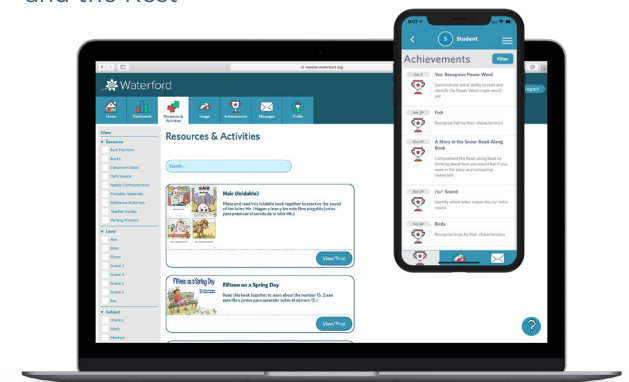
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).