

CURRICULUM *Correlation*



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

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| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE | | |
| AL.1 CONSTRUCTING AND GATHERING KNOWLEDGE | | |
| A. CURIOSITY AND INITIATIVE | | |
| AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks. | <ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 24 What Do Scientists Do? |
| B. RISK TAKING | | |
| AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences. | <ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver | <ul style="list-style-type: none"> Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 212 It's Different, But It's Good! |
| C. STAGES OF PLAY | | |
| AL.1 PK.C Engage in complex play sequences with two or more children. | <p>Engagement:</p> <ul style="list-style-type: none"> Role Play What Would You Do? Guess My Rule | <ul style="list-style-type: none"> Dramatic Play Activities Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? |
| AL.2 ORGANIZING AND UNDERSTANDING INFORMATION | | |
| A. ENGAGEMENT AND ATTENTION | | |
| AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions. | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 132 Erasing Mistakes Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| B. TASK ANALYSIS | | |
| AL.2 PK.B Independently break simple tasks into steps and complete them one at a time. | | <ul style="list-style-type: none"> Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 1, Pg. 110 Plan, Do, Review Unit 7, Pg. 151 How to Wash My Bear |

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| C. PERSISTENCE | | |
| AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed. | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| D. PATTERNING | | |
| AL.2 PK.D Recognize and extend simple 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. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns |
| E. MEMORY | | |
| AL.2 PK.E Retain and recall information presented over a short period of time. | <ul style="list-style-type: none"> • Memorization • Sum Up: Remember Order • Sum Up: Five Ws | <ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/ • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |
| AL.3 APPLYING KNOWLEDGE | | |
| A. ENGAGEMENT AND ATTENTION | | |
| AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings. | <ul style="list-style-type: none"> • Baby's Ballet • Squirrel's Sketches • Mama's Melody • Papa's Play <p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Role Play • Hi! Notes | <ul style="list-style-type: none"> • Music Activities • Visual Arts Activities • Dramatic Play Activities • Story Time Activities |
| B. INVENTION | | |
| AL.3 PK.B Produce and explain the purpose for a new creation. | <ul style="list-style-type: none"> • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present • Party Time | <ul style="list-style-type: none"> • Visual Arts Activities • Unit 7, Pg. 154 Gallery Talk |

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| C. REPRESENTATION | | |
| AL.3 PK.C Use materials and objects to represent new concepts. | <ul style="list-style-type: none"> • Soup’s On! • Perfect Present <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play | <ul style="list-style-type: none"> • Unit 3, Pg. 328 Dramatic Play: Fire Station • Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture • Unit 7, Pg. 198 Program Decorations |
| AL.4 LEARNING THROUGH EXPERIENCE | | |
| A. MAKING CONNECTIONS | | |
| AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting. | <ul style="list-style-type: none"> • Do I Have To? • Connect to Me • Build Knowledge | <ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 3, Pg. 370 Grandma’s House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners |
| B. RESILIENCY | | |
| AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. | | <ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes • Unit 4, Pg. 44 What Makes a Bird? |
| C. PROBLEM SOLVING | | |
| AL.4 PK.C Attempt problem solving activities to achieve a positive outcome. | 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. 348 Friday Story: The Perfect Square • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 5, Pg. 170 Dramatic Play: Entomology Lab • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved |
| LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS | | |
| 1.1 FOUNDATIONAL SKILLS | | |
| A. BOOK HANDLING | | |
| 1.1 PK.A Practice appropriate book handling skills. | Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center |

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| B. PRINT CONCEPTS | | |
| 1.1 PK.B Identify basic features of print. | <ul style="list-style-type: none"> • Print Concepts • Letters Make Words | <ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words |
| C. PHONOLOGICAL AWARENESS | | |
| 1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <ul style="list-style-type: none"> • Rhyming Words • Rhyme With Me • Syllables • Syllable Safari • Blend Every Sound (Phonemes) • Phoneme Segmentation | <ul style="list-style-type: none"> • Story Time Activities • Unit 2, Pg. 199 Rhyme Race • Unit 4, Pg. 34 Listening Activity: Rhyme Review • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /ě/ • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) |
| D. PHONICS AND WORD RECOGNITION | | |
| 1.1 PK.D Develop beginning phonics and word skills. | <ul style="list-style-type: none"> • Letter Sound • Name That Letter Sound • Letters Make Words • Blend Decodable Words | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 82 Letters Make Words |
| E. FLUENCY | | |
| Emerging to... read emergent reader text with purpose and understanding. | <ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message |
| 1.2 READING INFORMATIONAL TEXT | | |
| A. KEY IDEAS AND DETAILS–MAIN IDEA | | |
| 1.2 PK.A With prompting and support, retell key details of text that support a provided main idea. | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Describe Characters • Find an Answer • Sum Up: Five Ws | <ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 5, Pg. 174 Invertebrates |
| B. KEY IDEAS AND DETAILS–TEXT ANALYSIS | | |
| 1.2 PK.B Answer questions about a text. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws | <ul style="list-style-type: none"> • Story Time Activities |

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| C. KEY IDEAS AND DETAILS | | |
| 1.2 PK.C With prompting and support, make connections between information in a text and personal experience. | <ul style="list-style-type: none"> • Connect to Me • Build Knowledge | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 83 Pat-a-Cake: Dough Time |
| E. CRAFT AND STRUCTURE-TEXT STRUCTURE | | |
| 1.2 PK.E Identify the front cover, back cover, and title page of a book. | <ul style="list-style-type: none"> • Print Concepts | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books |
| F. CRAFT AND STRUCTURE-VOCABULARY | | |
| 1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. | 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"> • Story Time Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey |
| G. INTEGRATION OF KNOWLEDGE AND IDEAS-DIVERSE MEDIA | | |
| 1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word. | <ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| I. INTEGRATION OF KNOWLEDGE AND IDEAS-ANALYSIS ACROSS TEXTS | | |
| 1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | <ul style="list-style-type: none"> • Books: Creepy Crawlers; Garden Visitors • Compare Characters | <ul style="list-style-type: none"> • Story Time Activities |
| J. VOCABULARY ACQUISITION AND USE | | |
| 1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to. | Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts. | <ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 221 Over, Under, Through • Unit 4, Pg. 122 Journal Prompt: My Adventure • Unit 5, Pg. 156 Journal Prompt: My Favorite Living Reptile |

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| K. VOCABULARY ACQUISITION AND USE | | |
| 1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud. | 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"> • Story Time Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey |
| L. RANGE OF READING | | |
| 1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. | <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Story Time Activities |
| 1.3 READING LITERATURE | | |
| A. KEY IDEAS AND DETAILS-THEME | | |
| 1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support. | <ul style="list-style-type: none"> • What Comes Next? • Sum Up: Remember Order | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| B. KEY IDEAS AND DETAILS-TEXT ANALYSIS | | |
| 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where). | <ul style="list-style-type: none"> • Find an Answer • Sum Up: Five Ws | <ul style="list-style-type: none"> • Story Time Activities |
| C. KEY IDEAS AND DETAILS-LITERARY ELEMENTS | | |
| 1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. | <ul style="list-style-type: none"> • Describe Characters • Peek at the Story • Find an Answer • Sum Up: Five Ws | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 88 Chrysanthemum Discussion |
| D. CRAFT AND STRUCTURE-POINT OF VIEW | | |
| 1.3 PK.D With prompting and support, name the author and illustrator of a story. | <ul style="list-style-type: none"> • Print Concepts | <ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books |

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| E. CRAFT AND STRUCTURE-TEXT STRUCTURE | | |
| 1.3 PK.E With prompting and support, recognize common types of text. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Print Concepts | <ul style="list-style-type: none"> • Calendar Activities • Journal Activities • Story Time Activities |
| F. CRAFT AND STRUCTURE-VOCABULARY | | |
| 1.3 PK.F Answer questions about unfamiliar words read aloud from a story. | 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"> • Story Time Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey |
| G. INTEGRATION OF KNOWLEDGE AND IDEAS-SOURCES OF INFORMATION | | |
| 1.3 PK.G Describe pictures in books using detail. | <ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Look at Details | <ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center |
| H. INTEGRATION OF KNOWLEDGE AND IDEAS-TEXT ANALYSIS | | |
| 1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. | <ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Sum Up: Five Ws | <ul style="list-style-type: none"> • Story Time Activities |
| I. VOCABULARY ACQUISITION AND USE-STRATEGIES | | |
| 1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud. | 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"> • Story Time Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey |
| J. VOCABULARY ACQUISITION AND USE | | |
| 1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to. | Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts. | <ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 156 Journal Prompt: My Favorite Living Reptile • Unit 6, Pg. 38 Dramatic Play: To the Moon! • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites |

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| K. RANGE OF READING | | |
| 1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. | <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.) | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities |
| 1.4 WRITING | | |
| A. INFORMATIVE/EXPLANATORY | | |
| 1.4 PK.A Draw/dictate to compose informative/ explanatory texts examining a topic. | Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works. | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 8 Art Center • Introduction, Pg. 17 Writing Center |
| B. INFORMATIVE/EXPLANATORY-FOCUS | | |
| 1.4 PK.B With prompting and support, draw/ dictate about one specific topic. | Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works. | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 8 Art Center • Introduction, Pg. 17 Writing Center |
| C. INFORMATIVE/EXPLANATORY-ORGANIZATION | | |
| 1.4 PK.C With prompting and support, generate ideas to convey information. | 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. 8 Art Center • Introduction, Pg. 17 Writing Center |
| D. INFORMATIVE/EXPLANATORY-ORGANIZATION | | |
| 1.4 PK.D With prompting and support, make logical connections between drawing and dictation. | Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works. | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 8 Art Center • Introduction, Pg. 17 Writing Center |

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| F. INFORMATIVE/EXPLANATORY-CONVENTIONS OF LANGUAGE | | |
| Emerging to... Spell simple words phonetically. | <ul style="list-style-type: none"> • Letters Make Words • Letter Sounds • Letter Trace | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 74 Name Magnets |
| M. NARRATIVE | | |
| 1.4 PK.M Dictate narratives to describe real or imagined experiences or events. | Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works. | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 8 Art Center • Introduction, Pg. 17 Writing Center |
| N. NARRATIVE-FOCUS | | |
| 1.4 PK.N Establish “who” and “what” the narrative will be about. | <ul style="list-style-type: none"> • Sum Up: Five Ws | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center |
| O. NARRATIVE-CONTENT | | |
| 1.4 PK.O With prompting and support, describe experiences and events. | <ul style="list-style-type: none"> • Connect to Me • Build Knowledge | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center |
| P. NARRATIVE-ORGANIZATION | | |
| 1.4 PK.P Recount a single event and tell about the events in the order in which they occurred. | <ul style="list-style-type: none"> • Connect to Me • Sum Up: Remember Order • What Comes Next? • First, Next, and Last | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center |
| R. NARRATIVE-CONVENTIONS OF LANGUAGE | | |
| Emerging to... Spell simple words phonetically. | <ul style="list-style-type: none"> • Letters Make Words • Letter Sounds • Letter Trace | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center |
| T. PRODUCTION AND DISTRIBUTION OF WRITING-WRITING PROCESS | | |
| 1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. | Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works. | <ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center |

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| V. CONDUCTING RESEARCH | | |
| 1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. | <ul style="list-style-type: none"> • Science Investigation • Build Knowledge | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 38 Illustration Investigation • Unit 7, Pg. 150 What Doesn't Belong? • Unit 7, Pg. 244 Weather Report |
| W. CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES | | |
| 1.4 PK.W With guidance and support, recall information from experiences or books. | <ul style="list-style-type: none"> • Sum Up: Remember Order • Sum Up: Five Ws • Connect to Me • What Comes Next? | <ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 3, Pg. 372 Journal Prompt: My Family • Unit 4, Pg. 86 Fish Investigation • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |
| X. RANGE OF WRITING | | |
| Emerging to... Write routinely over short time frames. | 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 |
| 1.5 SPEAKING AND LISTENING | | |
| A. COMPREHENSION AND COLLABORATION-COLLABORATIVE DISCUSSION | | |
| 1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups. | Social-emotional videos model conversations between various characters with 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. 6 Listening Rug Rules • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners |
| B. COMPREHENSION AND COLLABORATION-CRITICAL LISTENING | | |
| 1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media. | <ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Find an Answer | <ul style="list-style-type: none"> • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |
| C. COMPREHENSION AND COLLABORATION-EVALUATION | | |
| 1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information. | 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"> • Arrival and Toy Time Activities • Reflection and Dismissal Activities • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 337 Emergency! |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| D. PRESENTATION OF KNOWLEDGE AND IDEAS—PURPOSE, AUDIENCE, AND TASK | | |
| 1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. | 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. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 5, Pg. 141 Language: Sentence Board Game |
| E. PRESENTATION OF KNOWLEDGE AND IDEAS—CONTEXT | | |
| 1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. | 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"> • Introduction, Pg. 6 The Listening Rug • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 75 Grown-up Manners • Unit 7, Pg. 151 How to Wash My Bear |
| G. CONVENTIONS OF STANDARD ENGLISH | | |
| 1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on prekindergarten level and content. | Social-emotional videos model conversations between characters demonstrating the conventions of standard English as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 136 Find Someone Who Has... • Unit 2, Pg. 178 Power I • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 5, Pg. 141 Language: Sentence Board Game |
| MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING | | |
| 2.1 NUMBERS AND OPERATIONS | | |
| A. COUNTING AND CARDINALITY | | |
| 1. CARDINALITY | | |
| 2.1 PK.A.1 Know number names and the count sequence. | <ul style="list-style-type: none"> • Number Songs • Number Instruction • Counting Songs • Number Counting • Order Numbers | <ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 5, Pg. 160 Counting On |
| 2. COUNTING | | |
| 2.1 PK.A.2 Count to tell the number of objects. | <ul style="list-style-type: none"> • Math Books • Counting Songs • Number Instruction • Bug Bits • Make and Count Groups • One-to-One Correspondence | <ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 1, Pg. 54 Counting and Attendance • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 261 Make One More |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| 3. COMPARING | | |
| 2.1 PK.A.3 Compare numbers. | <ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than | <ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 121 Problem Solving: Fair Division |
| MP. MATHEMATICAL PROCESSES | | |
| 2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers. | <ul style="list-style-type: none"> • Book: For the Birds • Match Numbers • Bug Bits • More Than, Fewer Than • More Than • Fewer Than • One-to-one Correspondence • Greater Than, Less Than • Number Instruction • Make and Count Groups | <ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Unit 1, Pg. 69 Introduce and Count Number 1 • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 6, Pg. 91 Decomposing 10 • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 147 Charting Weight |
| 2.2 ALGEBRAIC CONCEPTS | | |
| A. OPERATIONS AND ALGEBRAIC THINKING | | |
| 1. OPERATIONS AND ALGEBRAIC THINKING | | |
| 2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | <ul style="list-style-type: none"> • Songs: On the Bayou; Pirates Can Add; Bakery Subtraction; Circus Subtraction • Addition • Add Groups • Act Out Addition • Subtraction • Subtract Groups • Act Out Subtraction | <ul style="list-style-type: none"> • Introduce and Count Number Activities • Introduce and Write Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding? |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>MP. MATHEMATICAL PROCESSES</i> | | |
| 2.2 PK.MP Use mathematical processes when representing relationships. | <ul style="list-style-type: none"> • Songs: On the Bayou; Pirates Can Add; Bakery Subtraction; Circus Subtraction • Make and Count Groups • Addition • Add Groups • Act Out Addition • Subtraction • Subtract Groups • Act Out Subtraction • One-to-One Correspondence | <ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 5, Pg. 136 Read and Write 7 • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 147 Charting Weight |
| 2.3 GEOMETRY | | |
| A. GEOMETRY | | |
| <i>1. IDENTIFICATION</i> | | |
| 2.3 PK.A.1 Identify and describe shapes. | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World 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. 358 Fancy Shapes • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid? |
| <i>2. APPLICATION</i> | | |
| 2.3 PK.A.2 Analyze, compare, create, and compose shapes. | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Geoboard • Tangram • Engagement: • Shape Puzzles | <ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 358 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 19 Stack, Slide, Roll |

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| <i>MP. MATHEMATICAL PROCESSES</i> | | |
| <p>2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.</p> | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Congruence • Geoboard • Tangrams | <ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Introduction, Pg. 12 Math Center • Unit 2, Pg. 225 Where We Are • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 330 Circle Party • Unit 3, Pg. 349 Making Shapes • Unit 4, Pg. 28 Classroom Block Play |
| 2.4 MEASUREMENT, DATA, AND PROBABILITY | | |
| A. MEASUREMENT AND DATA | | |
| <i>1. MEASUREMENT</i> | | |
| <p>2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.</p> | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Congruence • Geoboard • Tangrams | <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. 142 Weight • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 170 Exploring Weight |
| <i>4. DATA</i> | | |
| <p>2.4 PK.A.4 Classify objects and count the number of objects in each category.</p> | <ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Make and Count Groups • Size | <ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 338 Sort It Out • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers |

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| <i>MP. MATHEMATICAL PROCESSES</i> | | |
| 2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data. | <ul style="list-style-type: none"> • Song: Measuring Plants • Book: Milton’s Mittens • Measurement Tools • Calendar/Graph Weather • Length • Capacity | <ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 4, Pg. 18 Bone Exploration • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume |
| SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, SCIENTIFIC INQUIRY, AND DISCOVERY | | |
| 3.1 BIOLOGICAL SCIENCES | | |
| A. LIVING AND NON-LIVING ORGANISMS | | |
| <i>1. COMMON CHARACTERISTICS OF LIFE</i> | | |
| 3.1 PK.A.1 Recognize the difference between living and non-living things. | <ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart |
| <i>2. ENERGY FLOW</i> | | |
| 3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light). | <ul style="list-style-type: none"> • Books: Everybody Needs to Eat; Mela’s Water Pot • Healthy Plants’ Needs • Plants • Science Investigation • Sun • Water • Food From Plants | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? |
| <i>3. LIFE CYCLES</i> | | |
| 3.1 PK.A.3 Recognize that plants and animals grow and change. | <ul style="list-style-type: none"> • Song: Plants Are Growing • Book: A Seed Grows • Mammals • Amphibians • Birds | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles |

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| <i>5. FORM AND FUNCTION</i> | | |
| 3.1 PK.A.5 Name basic parts of living things. | <ul style="list-style-type: none"> • Song: Animal Bodies • Books: Animal Bodies; Amazing Tails; Guess What I Am; Little Tree • Bug Bits • Plants • Plant Parts • Body Parts • Parts of the Face • Animal Bodies | <ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 3, Pg. 316 Plant Parts • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 205 Build a Spider • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things |
| <i>9. SCIENCE AS INQUIRY</i> | | |
| 3.1 PK.A.9 Participate in simple investigations about living and/ or non-living things to answer a question or to test a prediction. | <ul style="list-style-type: none"> • Songs: The Scientific Method; Living and Nonliving • Science Investigation • Science Tools • Observe a Simple System • Living or Nonliving | <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. 363 Seed Investigation • Unit 7, Pg. 244 Weather Report |
| B. GENETICS | | |
| <i>1. HEREDITY</i> | | |
| 3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species. | <ul style="list-style-type: none"> • Song: Savanna Size • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Tall and Short • Heavy and Light • Big and Little | <ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 86 Fish Investigation • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers |

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| 6. SCIENCE AS INQUIRY | | |
| <p>3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p> | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Make Comparisons • Tall and Short • Heavy and Light • Big and Little | <ul style="list-style-type: none"> • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 86 Fish Investigation • Unit 5, Pg. 175 Ant Farm Extension |
| C. EVOLUTION | | |
| 3. UNIFYING THEMES (Constancy and Change) | | |
| <p>3.1 PK.C.3 Describe changes that occur in animals.</p> | <ul style="list-style-type: none"> • Book: Winter Snoozers • Amphibians • Birds • Mammals • Spring • Summer • Fall • Winter | <ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles |
| 4. SCIENCE AS INQUIRY | | |
| <p>3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p> | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects | <ul style="list-style-type: none"> • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 86 Fish Investigation • Unit 5, Pg. 175 Ant Farm Extension |

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| 3.2 PHYSICAL SCIENCES | | |
| A. CHEMISTRY | | |
| <i>1. PROPERTIES OF MATTER</i> | | |
| 3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture. | <ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Matching • Size • Sort • Simple Shapes | <ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 4, Pg. 18 Bone Exploration |
| <i>3. MATTER AND ENERGY</i> | | |
| 3.2 PK.A.3 Notice change in matter. | <ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • Matter • States of Water | <ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 7, Pg. 233 Precipitation |
| <i>5. UNIFYING THEMES</i> | | |
| 3.2 PK.A.5 Recognize that everything is made of matter. | <ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • Matter | |
| <i>6. SCIENCE AS INQUIRY</i> | | |
| 3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction. | <ul style="list-style-type: none"> • Songs: The Scientific Method; Matter • Book: Pancakes Matter • Science Investigation • Matter • States of Water | <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 4, pg. 8 Flat or Solid? • Unit 7, Pg. 209 Exploring Volume |
| B. PHYSICS | | |
| <i>1. FORCE AND MOTION OF PRACTICES AND RIGID BODIES</i> | | |
| 3.2 PK.B.1 Explore and describe the motion of toys and objects. | <ul style="list-style-type: none"> • Songs: Push and Pull; Gravity • Books: Mr. Mario's Neighborhood; Up and Down • Push and Pull | <ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll |
| <i>5. NATURE OF WAVES (SOUND AND LIGHT ENERGY)</i> | | |
| 3.2 PK.B.5 Create and describe variations of sound. | <ul style="list-style-type: none"> • Books: Sound; What Sounds Say | <ul style="list-style-type: none"> • Unit 1, Pg. 117 Jar Symphony • Unit 2, Pg. 175 Dancing with Props • Unit 3, Pg. 283 High and Low • Unit 4, Pg. 27 Mammal Rhythm • Unit 5, Pg. 188 Insect Walking Sounds |

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| 6. UNIFYING THEMES (ENERGY) | | |
| 3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow. | <ul style="list-style-type: none"> • Songs: Living and Nonliving; Sun Blues • Books: A Seed Grows; Little Tree • Sun • Living or Nonliving • Plants | <ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? |
| 7. SCIENCE OF INQUIRY | | |
| 3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction. | <ul style="list-style-type: none"> • Songs: The Scientific Method; Gravity • Book: Up and Down • Science Investigation • Push and Pull • Magnets | <ul style="list-style-type: none"> • Unit 4, pg. 19 Stack, Slide, Roll |
| 3.3 EARTH AND SPACE SCIENCES | | |
| A. EARTH STRUCTURE, PROCESSES, AND CYCLES | | |
| 1. EARTH FEATURES AND THE PROCESSES THAT CHANGE THEM | | |
| 3.3 PK.A.1 Sort different types of earth materials. | <ul style="list-style-type: none"> • Song: I Am Part of All I See • Materials • Match • Magnets • Rocks | <ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation |
| 4. WATER | | |
| 3.3 PK.A.4 Identify a variety of uses for water. | <ul style="list-style-type: none"> • Song: Water • Book: Mela's Water Pot • Water • Care of Water | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, pg. 335 Exploring Water • Unit 3, Pg. 347 Where Does Our Water Come From? |
| 5. WEATHER AND CLIMATE | | |
| 3.3 PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life. | <ul style="list-style-type: none"> • Song: Seasons • Books: That's What I Like: A Book About Seasons; Whatever the Weather; Winter Snoozers • Summer • Spring • Winter • Fall • Weather | <ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report |

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| 7. SCIENCE OF INQUIRY | | |
| 3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction. | <ul style="list-style-type: none"> • Songs: The Scientific Method; Plants Are Growing • Books: That's What I Like: A Book About Seasons; Whatever the Weather; Winter Snoozers • Summer • Spring • Winter • Fall • Weather • Science Investigation • Observe a Simple System | <ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 7, Pg. 244 Weather Report |
| B. ORIGIN AND EVOLUTION OF THE UNIVERSE | | |
| 1. COMPARISONS AND STRUCTURE | | |
| 3.3 PK.B.1 Identify objects that can be found in the day or night sky. | <ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Precipitation • Books: Star Pictures; Moon Song; What Is a Cloud? • Sun • Moon • Constellations • Clouds | <ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 287 Sun Safe Song • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites • Unit 6, Pg. 48 Flag On The Moon |
| 3. SCIENCE AS INQUIRY | | |
| 3.3 PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction. | <ul style="list-style-type: none"> • Songs: The Scientific Method; Sun Blues; The Moon; Precipitation • Books: Star Pictures; Moon Song; What Is a Cloud? • Science Investigation • Sun • Moon • Constellations • Clouds | <ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation |
| ENVIRONMENT AND ECOLOGY | | |
| 4.1 ECOLOGY | | |
| A. THE ENVIRONMENT | | |
| 4.1 PK.A Identify living and non-living things in the immediate and surrounding environment. | <ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 258 Taking Care of Living Things |

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| <i>C. ENERGY FLOW</i> | | |
| 4.1 PK.C Identify that plants need the sun to grow. | <ul style="list-style-type: none"> • Song: Plants Are Growing • Books: A Seed Grows; Little Tree • Sun • Plants | <ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? |
| <i>D. BIODIVERSITY</i> | | |
| 4.1 PK.D Identify basic needs of living things. | <ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall • Living or Nonliving • Plant or Animal • Sun • Water • Plants | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? |
| <i>E. SUCCESSION</i> | | |
| 4.1 PK.E Identify the change of seasons in the environment. | <ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like: A Book About Seasons • Summer • Spring • Winter • Fall | <ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report |
| 4.2 WATERSHEDS AND WETLANDS | | |
| <i>A. WATERSHEDS</i> | | |
| 4.2 PK.A Identify various types of moving water in Pennsylvania. | <ul style="list-style-type: none"> • Song: Water • Water Sources | |
| <i>B. WETLANDS</i> | | |
| 4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania. | <ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Wetlands | |

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| <i>C. AQUATIC ECOSYSTEM</i> | | |
| 4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat. | <ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Oceans • Rainforests • Mountains • Deserts • Ecosystems | <ul style="list-style-type: none"> • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 4, Pg. 100 Dramatic Play: Pond |
| 4.3 NATURAL RESOURCES | | |
| <i>A. USE OF NATURAL RESOURCES</i> | | |
| 4.3 PK.A Identify how the environment provides for the needs of people in their daily lives. | <ul style="list-style-type: none"> • Songs: I Am Part of All I See; Food From Plants • Sun • Water • Food From Plants | <ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 371 Farm to Table |
| <i>B. AVAILABILITY OF NATURAL RESOURCES</i> | | |
| 4.3 PK.B Identify natural resources available to people in their daily lives. | <ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Follow the Apples! • Food From Plants • Water • Natural Resources | <ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 371 Farm to Table |
| 4.4 AGRICULTURE AND SOCIETY | | |
| <i>A. FOOD AND FIBER SYSTEMS</i> | | |
| 4.4 PK.A Identify what plants and animals need to grow. | <ul style="list-style-type: none"> • Song: Food From Plants; Plant or Animal; Plants Are Growing • Books: Follow the Apples!; A Seed Grows • Food From Plants • Sun • Water | <ul style="list-style-type: none"> • Unit 2 Pg. 223 Living and Nonliving • Unit 3, Pg. 306 How Do Plants Drink? |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>C. APPLYING SCIENCES TO AGRICULTURE</i> | | |
| 4.4 PK.C Recognize that plants and animals grow and change. | <ul style="list-style-type: none"> • Song: Plants Are Growing • Mammals • Amphibians • Birds • Fish • Amphibians • Insects • Snakes • Spiders • Plants | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2 Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten |
| <i>D. TECHNOLOGY INFLUENCES ON AGRICULTURE</i> | | |
| 4.4 PK.D Identify basic tools used in gardening at home and at school. | <ul style="list-style-type: none"> • Song: Measuring Plants • Books: That’s What I Like: A Book About Seasons; Thirteen in My Garden | |
| 4.5 HUMANS AND THE ENVIRONMENT | | |
| <i>A. SUSTAINABILITY</i> | | |
| 4.5 PK.A Identify what people need to survive. | <ul style="list-style-type: none"> • Songs: Food From Plants; Health • Book: Everybody Needs to Eat • Sun • Water • Food From Plants | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile |
| <i>B. INTEGRATED PEST MANAGEMENT</i> | | |
| 4.5 PK.B Identify things in the natural environment that can be harmful to people, pets, and other living things. | <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. 231 Water Safety |
| <i>C. POLLUTION</i> | | |
| 4.5 PK.C Identify ways people pollute the environment. | <ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling | <ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 347 Where Does Our Water Come From? |
| <i>D. WASTE MANAGEMENT</i> | | |
| 4.5 PK.D Describe how everyday human activities generate waste. | <ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth | <ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 347 Where Does Our Water Come From? |

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| 15.4 COMPUTER AND INFORMATION TECHNOLOGY | | |
| <i>A. INFLUENCE OF EMERGING TECHNOLOGIES</i> | | |
| 15.4 PK.A Identify various technologies used in the classroom and at home. | While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor). | <ul style="list-style-type: none"> Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center Unit 1, Pg. 38 Illustration Investigation |
| <i>B. DIGITAL CITIZENSHIP</i> | | |
| 15.4 PK.B Demonstrate responsible use of technology and equipment. | Waterford is mindful of screen time and the session ends after the recommended 15 minutes of daily instruction. | <ul style="list-style-type: none"> Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center Unit 1, Pg. 28 SmartStart Orientation Unit 1, Pg. 38 Illustration Investigation Unit 1, Pg. 132 Erasing Mistakes Unit 6, Pg. 117 Digital Safety |
| <i>C. HARDWARE</i> | | |
| 15.4. PK.C With prompting and support, identify peripheral devices of computer system including input and output devices. | Waterford exposes students to various peripheral devices, such as computer, monitor, headphones, or iPad for output and keyboard, mouse, touch screen, and microphones for input. | <ul style="list-style-type: none"> Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center Unit 1, Pg. 28 SmartStart Orientation |
| <i>D. INPUT TECHNOLOGIES</i> | | |
| 15.4 PK.D Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.). | Students use input technologies such as mouse, touchpad, keyboard, touchscreen, or microphone, to interact with Waterford. | <ul style="list-style-type: none"> Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center Unit 1, Pg. 28 SmartStart Orientation Unit 1, Pg. 38 Illustration Investigation Unit 1, Pg. 132 Erasing Mistakes |
| <i>G. SOFTWARE/APPLICATIONS</i> | | |
| 15.4 PK.G With help and support, select and use various software/ applications for an intended purpose. | 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"> Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center Unit 1, Pg. 28 SmartStart Orientation |
| <i>K. DIGITAL MEDIA</i> | | |
| 15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video. | <ul style="list-style-type: none"> Letters Make Words Words Tell About the Pictures | <ul style="list-style-type: none"> Unit 1, Pg. 38 Illustration Investigation Unit 4, Pg. 54 Help the Birds Unit 7, Pg. 216 Digital Program |

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| <i>L. TECHNOLOGY RESEARCH</i> | | |
| 15.4 PK.L With help and support, use web browser to locate content-specific websites. | 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"> • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds |
| <i>M. EMERGING TECHNOLOGIES IN CAREERS</i> | | |
| 15.4 PK.M With help and support, identify various technologies used in the workplace. | 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 |
| SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES | | |
| CIVICS AND GOVERNMENT | | |
| 5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT | | |
| <i>A. RULE OF LAW</i> | | |
| 5.1 PK.A State rules and their consequences. | Engagement: <ul style="list-style-type: none"> • Consequences Cards | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 184 Consequence Game |
| <i>F. SYMBOLS</i> | | |
| 5.1 PK.F Identify basic American symbols. (e.g., American flag) | Engagement: <ul style="list-style-type: none"> • US Flag • Happy Flag Day Coloring Page • Moon Landing Poster | <ul style="list-style-type: none"> • Unit 6, Pg. 48 Flag On The Moon |
| 5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP | | |
| <i>A. CIVIC RIGHTS AND RESPONSIBILITIES</i> | | |
| 5.2 PK.A Identify self-membership of a group such as the class or family. | <ul style="list-style-type: none"> • My Family • Clubhouse | <ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Grandma’s House • Unit 6, Pg. 48 Flag On The Moon |
| <i>B. CONFLICT and RESOLUTION</i> | | |
| 5.2 PK.B Identify a problem and discuss possible solutions with adult assistance. *See also 16.2 PK.D | 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. 15 Good Friends: Me and My Bear • Unit 4, Pg. 13 We’re All Happy • Unit 6, Pg. 107 How to Solve a Problem |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| <i>C. LEADERSHIP AND PUBLIC SERVICE</i> | | |
| Emerging to...Identify classroom projects/activities that support leadership and service. | <ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling | <ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers |
| 5.3 HOW GOVERNMENT WORKS | | |
| <i>C. GOVERNMENT SERVICES</i> | | |
| 5.3 PK.C Identify community workers through their uniforms and equipment. | <ul style="list-style-type: none"> • Books: Play Ball; Follow the Apples! <p>Engagement:</p> <ul style="list-style-type: none"> • Community Helpers | <ul style="list-style-type: none"> • Unit 3, Pg. 326 We All Have Jobs • Unit 3, Pg. 328 Dramatic Play: Fire Station • Unit 3, Pg. 330 Circle Party • Unit 3, Pg. 343 Which Hat Is Best? |
| <i>F. CONFLICT AND THE COURT SYSTEM</i> | | |
| 5.3 PK.F Identify appropriate behaviors for responsible classroom citizens. | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative to help develop skills needed to be responsible classroom citizens. | <ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I'm Responsible • Unit 6, Pg. 48 Flag On The Moon |
| ECONOMICS | | |
| 6.1 SCARCITY AND CHOICE | | |
| <i>A. SCARCITY AND CHOICE</i> | | |
| Emerging to ... Identify how scarcity influences choice. | <ul style="list-style-type: none"> • Book: Mela's Water Pot • Care of Earth | |
| <i>B. LIMITED RESOURCES</i> | | |
| Emerging to ... Identify family wants and needs. | <ul style="list-style-type: none"> • Songs: Food From Plants; Water • Book: Mela's Water Pot • Food From Plants • Sun | <ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 371 Farm to Table |
| <i>D. INCENTIVES AND CHOICE</i> | | |
| 6.1 PK.D Identify a choice based on individual interest. | Waterford provides many opportunities for students to select topics of interest and stories they enjoy. | <ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 110 Plan, Do, Review • Unit 4, Pg. 74 It's Okay to Say No • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 186 Journal Prompt: My Good Choice |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| 6.2 MARKETS AND ECONOMIC SYSTEMS | | |
| <i>C. ADVERTISING AND MEDIA</i> | | |
| Emerging to ... Identify advertisements that encourage us to buy things. | <ul style="list-style-type: none"> Books: Bugs for Sale; Fudge for Sale | <ul style="list-style-type: none"> Unit 2, Pg. 242 Dramatic Play: Pet Store |
| <i>D. PRICE DETERMINATION</i> | | |
| 6.2 PK.D Explain how money is used. | <ul style="list-style-type: none"> Songs: Save Your Pennies; Money Book: Bugs for Sale | <ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 3, Pg. 298 Dramatic Play: Farm Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| 6.3 FUNCTIONS OF GOVERNMENT | | |
| <i>D. GOVERNMENT'S ROLE IN INTERNATIONAL TRADE</i> | | |
| 6.3 PK.D Identify products produced locally. | <ul style="list-style-type: none"> Book: Follow the Apples <p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City With Your Children | <ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 3, Pg. 298 Dramatic Play: Farm Unit 3, Pg. 371 Farm to Table |
| 6.5 INCOME, PROFIT, AND WEALTH | | |
| <i>A. FACTORS INFLUENCING WAGES</i> | | |
| 6.5 PK.A Differentiate between work and play. | | <ul style="list-style-type: none"> Unit 3, Pg. 326 We All Have Jobs |
| <i>C. TYPES OF BUSINESS</i> | | |
| 6.5 PK.C Identify local businesses. | <p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City With Your Children | <ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 2, Pg. 242 Dramatic Play: Pet Store |
| GEOGRAPHY | | |
| 7.1 BASIC GEOGRAPHIC LITERACY | | |
| <i>A. GEOGRAPHIC TOOLS</i> | | |
| 7.1 PK.A Explain how a map is a representation of places. | 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 |
| <i>B. LOCATION OF PLACES AND REGIONS</i> | | |
| Emerging to ... Describe the location of places in the home, school, and community to gain an understanding of relative location. | <p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City With Your Children | <ul style="list-style-type: none"> Unit 1, Pg. 14 School Field Trip Unit 2, Pg. 225 Where We Are Unit 5, Pg. 246 Good Friends Activity: Library Field Trip |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| 7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS | | |
| <i>A. PHYSICAL CHARACTERISTICS</i> | | |
| 7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features. | <p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City With Your Children | <ul style="list-style-type: none"> Unit 1, Pg. 14 School Field Trip Unit 2, Pg. 225 Where We Are Unit 5, Pg. 246 Good Friends Activity: Library Field Trip |
| HISTORY | | |
| 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT | | |
| <i>A. CONTINUITY AND CHANGE OVER TIME</i> | | |
| 8.1 PK.A Identify a sequence of events through a day. | <ul style="list-style-type: none"> Book: Mr. Romano's Secret: A Time Story | <ul style="list-style-type: none"> Calendar Activities Schedule Activities Unit 1, Pg. 45 Calendar: Yesterday and Today |
| <i>C. RESEARCH</i> | | |
| 8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers. | <ul style="list-style-type: none"> Read With Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Build Knowledge Print Concepts | <ul style="list-style-type: none"> Morning Message Activities Story Time Activities Unit 1, Pg. 38 Illustration Investigation |
| CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS | | |
| 9.1.M PRODUCTION AND PERFORMANCE–MUSIC AND MOVEMENT | | |
| <i>A. ELEMENTS AND PRINCIPLES</i> | | |
| 9.1.M PK.A Know and use basic elements and principles of music and movement. | <ul style="list-style-type: none"> Sing a Rhyme Songs/Books Book: Movin' to the Music Time Baby's Ballet Mama's Melody <p>Engagement:</p> <ul style="list-style-type: none"> Hi! Notes | <ul style="list-style-type: none"> Dance and Movement Activities Music Activities |

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| B. DEMONSTRATION | | |
| 9.1.M PK.B Respond to different types of music and dance through participation and discussion. | <ul style="list-style-type: none"> Sing a Rhyme Songs/Books Book: Movin' to the Music Time Baby's Ballet Mama's Melody <p>Engagement:</p> <ul style="list-style-type: none"> Hi! Notes | <ul style="list-style-type: none"> Dance and Movement Activities Music Activities |
| E. REPRESENTATION | | |
| 9.1.M PK.E Use imagination and creativity to express self through music and dance. | <ul style="list-style-type: none"> Sing a Rhyme Songs/Books Book: Movin' to the Music Time Baby's Ballet Mama's Melody <p>Engagement:</p> <ul style="list-style-type: none"> Hi! Notes | <ul style="list-style-type: none"> Dance and Movement Activities Music Activities |
| J. TECHNOLOGIES | | |
| 9.1 M.PK.J Use a variety of technologies for producing or performing works of art. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> Unit 6, Pg. 89 Storytelling Festival Unit 7, Pg. 208 Program Rehearsal Unit 7, Pg. 215 Chicka Chicka Boom Boom Program |
| 9.1.D PRODUCTION AND PERFORMANCE-DRAMATIC AND PERFORMANCE PLAY | | |
| B. DEMONSTRATION | | |
| 9.1.D PK.B Recreate a dramatic play experience for an audience. | <ul style="list-style-type: none"> Papa's Play <p>Engagement:</p> <ul style="list-style-type: none"> Role Play What Would You Do? | <ul style="list-style-type: none"> Dramatic Play Activities |
| E. REPRESENTATION | | |
| 9.1.D PK.E Use imagination and creativity to express self through dramatic play. | <ul style="list-style-type: none"> Papa's Play <p>Engagement:</p> <ul style="list-style-type: none"> Role Play What Would You Do? | <ul style="list-style-type: none"> Dramatic Play Activities |
| 9.1.V PRODUCTION AND PERFORMANCE-VISUAL ARTS | | |
| A. ELEMENTS AND PRINCIPLES | | |
| 9.1.V PK.A Know and use basic elements of visual arts. | <ul style="list-style-type: none"> Song: Colors, Colors Red, Yellow, and Blue Color Practice Squirrel's Sketches | <ul style="list-style-type: none"> Visual Arts Activities |

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| B. DEMONSTRATION | | |
| 9.1.V PK.B Combine a variety of materials to create a work of art. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Visual Arts Activities |
| E. REPRESENTATION | | |
| 9.1.V PK.E Use imagination and creativity to express self through visual arts. | <ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice • Squirrel’s Sketches | <ul style="list-style-type: none"> • Visual Arts Activities |
| J. TECHNOLOGIES | | |
| 9.1.V PK.J Use a variety of technologies for producing works of art. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Visual Arts Activities |
| 9.2 HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS | | |
| D. PERSPECTIVE | | |
| 9.2 PK.D Explain that instruments or art forms represent cultural perspectives. | <ul style="list-style-type: none"> • Songs: Wake Up; Sing Around the World Songs | <ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves • Unit 6, Pg. 85 Storytelling With Instruments • Unit 6, Pg. 86 Drum Craft • Unit 6, Pg. 89 Storytelling Festival • Unit 7, Pg. 235 Rain Sticks |
| 9.3 CRITICAL RESPONSE TO WORKS IN THE ARTS | | |
| F. IDENTIFICATION | | |
| 9.3 PK.F Recognize and name a variety of art forms. | <ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches | <ul style="list-style-type: none"> • Dance and Movement Activities • Dramatic Play Activities • Music Activities • Visual Arts Activities |
| G. CRITICAL RESPONSE | | |
| 9.3 PK.G Formulate and share an opinion about others’ art products. | | <ul style="list-style-type: none"> • Unit 6, Pg. 90 Thank You Notes for the Storytellers • Unit 7, Pg. 154 Gallery Talk |
| 9.4 AESTHETIC RESPONSE TO WORKS IN THE ARTS | | |
| B. EMOTIONAL RESPONSE | | |
| 9.4 PK.B Demonstrate an emotional response to viewing or creating various art works. | | <ul style="list-style-type: none"> • Dance and Movement Activities • Music Activities • Unit 6, Pg. 89 Storytelling Festival • Unit 7, Pg. 154 Gallery Talk |

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| HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY | | |
| 10.1 CONCEPTS OF HEALTH | | |
| B. INTERACTION OF BODY SYSTEMS | | |
| 10.1 PK.B Identify and locate body parts. | <ul style="list-style-type: none"> • Books: Legs; Fawn Eyes • Song: Head, Shoulders, Knees, and Toes • Parts of the Face • Body Parts | <ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 2, Pg. 251 Body Moves • Unit 4, Pg. 6 Dramatic Play: Radiologist's Office |
| C. NUTRITION | | |
| 10.1 PK.C Identify foods that keep our body healthy. | <ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Engagement:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating) | <ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating |
| D. ALCOHOL, TOBACCO, AND CHEMICAL SUBSTANCES | | |
| 10.1 PK.D Identify and discuss the purposes of medicine. | <ul style="list-style-type: none"> • Book: Bertie | |
| E. HEALTH PROBLEMS AND DISEASE PREVENTION | | |
| 10.1 PK.E Identify and discuss common health problems. | <ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness • Science Investigation | <ul style="list-style-type: none"> • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick |
| 10.2 HEALTHFUL LIVING | | |
| A. HEALTH PRACTICES, PRODUCTS, AND SERVICES | | |
| 10.2 PK.A Identify fundamental practices for good health. | <ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Germs • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food • Science Investigation <p>Engagement:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating) | <ul style="list-style-type: none"> • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 1, Pg. 16 Snack • Unit 2, Pg. 232 Wash the Tables! • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth |

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| E. HEALTH AND THE ENVIRONMENT | | |
| 10.2 PK.E Identify environmental factors that affect health. | <ul style="list-style-type: none"> • Book: The Germs • Germs • Science Investigation | <ul style="list-style-type: none"> • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 118 Come Rest Awhile |
| 10.3 SAFETY AND INJURY PREVENTION | | |
| A. SAFE AND UNSAFE PRACTICES | | |
| 10.3 PK.A Recognize safe and unsafe practices. | <p>Engagement:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids | <ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments • Unit 7, Pg. 231 Water Safety |
| B. EMERGENCY RESPONSES | | |
| 10.3 PK.B Recognize emergency situations and discuss appropriate responses. | <p>Engagement:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids | <ul style="list-style-type: none"> • Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 3, Pg. 337 Emergency! • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body |
| 10.4 PHYSICAL ACTIVITY-GROSS MOTOR COORDINATION | | |
| A. CONTROL AND COORDINATION | | |
| 10.4 PK.A Demonstrate coordination of body movements in active play. | <ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes | <ul style="list-style-type: none"> • Dance and Movement Activities • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 122 Obstacle Course |
| B. BALANCE AND STRENGTH | | |
| 10.4 PK.B Exhibit balance while moving on the ground or using equipment. | <p>Engagement:</p> <ul style="list-style-type: none"> • Yoga Booklet | <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 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 7, Pg. 238 Surfing the Waves |

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| 10.5 CONCEPTS, PRINCIPLES, AND STRATEGIES OF MOVEMENT-FINE MOTOR DEVELOPMENT | | |
| A. STRENGTH, COORDINATION, AND MUSCLE CONTROL | | |
| 10.5 PK.A Use hands, fingers, and wrists to manipulate objects. | 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 4, Pg. 18 Skeleton Hands • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 141 Tool Workshop |
| B. EYE/HAND COORDINATION | | |
| 10.5 PK.B Coordinate eye and hand movements to perform a task. | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. | <ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 4, Pg. 18 Skeleton Hands • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 5, Pg. 219 Spider Webs |
| C. USE OF TOOLS | | |
| 10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task. | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. | <ul style="list-style-type: none"> • Visual Arts Activities • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different? • Unit 7, Pg. 141 Tool Workshop |
| SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS | | |
| 16.1 SELF-AWARENESS AND SELF-MANAGEMENT | | |
| A. MANAGES EMOTIONS AND BEHAVIORS | | |
| 16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them. | 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 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles |
| B. INFLUENCES OF PERSONAL TRAITS ON LIFE | | |
| 16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices. | 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. 18 Afternoon Centers • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 176 Smell Survey • Unit 4, Pg. 74 It’s Okay to Say No • Unit 6, Pg. 58 Journal Prompt: My Great Idea |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|---|
| C. RESILIENCY | | |
| 16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. | | <ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes • Unit 4, Pg. 44 What Makes a Bird? |
| D. GOAL-SETTING | | |
| 16.1 PK.D Establish goals independently and recognize their influence on choices. | | <ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 110 Plan, Do, Review |
| 16.2 ESTABLISHING AND MAINTAINING RELATIONSHIPS | | |
| A. RELATIONSHIPS-TRUST AND ATTACHMENT | | |
| 16.2 PK.A Interact with peers and adults in a socially acceptable manner. | 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 4, Pg. 120 Good Friends Activity: Monarch of the Animals • 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. 246 Good Friends Activity: Library Field Trip |
| B. DIVERSITY | | |
| 16.2 PK.B Identify similarities and differences between self and others. | <ul style="list-style-type: none"> • Books: Mine; José Three • My Family • Come Inside • My Name is Squirrel | <ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 14 Picturing My Body • Unit 7, Pg. 170 Exploring Weight |
| C. COMMUNICATION | | |
| 16.2 PK.C Engage in reciprocal communication with adults and peers. | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences. | <ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners |
| D. MANAGING INTERPERSONAL CONFLICTS | | |
| 16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B | 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 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved |

| PENNSYLVANIA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
|---|--|---|
| E. SUPPORT-ASKING FOR HELP | | |
| 16.2 PK.E Ask for and accept offers of help when needed or appropriate. | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. | <ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... |
| 16.3 DECISION-MAKING AND RESPONSIBLE BEHAVIOR | | |
| A. DECISION-MAKING SKILLS | | |
| 16.3 PK.A Interpret the consequences of choices. | 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 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 186 Journal Prompt: My Good Choice |
| B. UNDERSTANDING SOCIAL NORMS (SOCIAL IDENTITY) | | |
| 16.3 PK.B Recognize there are socially acceptable ways to behave in different places. | 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. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip |
| C. RESPONSIBLE ACTIVE ENGAGEMENT-EMPATHY | | |
| 16.3 PK.C Actively engage in assisting others when appropriate. | <ul style="list-style-type: none"> • Marmot's Basket • Boo Hoo Baby • Musical Mayhem • Soup's On! | <ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend |

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; Zig Zag

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).