

# CURRICULUM *Correlation*



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

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KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APPROACHES TO LEARNING</b>		
<b>A. Persistence &amp; Engagement in Learning</b>		
<b>1. Engagement and Attention</b>		
ATL.PEL.p4.1: Sustains attention to task despite distractions.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Center Activities</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
ATL.PEL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>2. Persistence</b>		
ATL.PEL.p4.3: Carries out tasks, activities, projects or experiences from beginning to end.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
ATL.PEL.p4.4: Remains focused on the task at hand even when frustrated or challenged.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>B. Initiative</b>		
<b>1. Curiosity and Initiative</b>		
ATL.I.p4.1: Seeks new and varied experiences and challenges through play	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
ATL.I.p4.2: Chooses activities to do alone or with others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1. Curiosity and Initiative <i>continued</i></b>		
ATL.I.p4.3: Invites other children to join groups or activities.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Come Inside</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
ATL.I.p4.4: Makes and follows plans for games or activities with other children.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>2. Sense of Competence</b>		
ATL.I.p4.5: Shows pride in family composition; recognizes self as important to family and friends.	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Name Is Squirrel</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
ATL.I.p4.6: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
ATL.I.p4.7: Associates emotions with words and facial expressions.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> <li>• Feelings Poster</li> <li>• Emotion Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Creativity</b>		
<b>1. Problem Solving</b>		
ATL.C.p4.1: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
ATL.C.p4.2: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.	<ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Homelink: Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 4, Pg. 80 Waiting Game</li> </ul>
ATL.C.p4.3: Understands what is real and what is 'make-believe'.	<ul style="list-style-type: none"> <li>Distinguish Between Fantasy and Reality</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
<b>2. Creativity and Flexibility</b>		
ATL.C.p4.4: Invents new activities through play.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
ATL.C.p4.5: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Guess My Rule</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
ATL.C.p4.6: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Guess My Rule</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 1, Pg. 88 Let's Play</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL HEALTH AND DEVELOPMENT</b>		
<b>A. Gross Motor Skills</b>		
PHD.GMS.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
PHD.GMS.p4.2: Demonstrates coordination in using objects during active play.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
PHD.GMS.p4.3: Explores, practices and performs skill sets.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
<b>B. Fine Motor Skills</b>		
PHD.FMS.p4.1: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities.	The daily use of a touch pad or mouse helps develop dexterity and eye-hand coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Writing Letter A</li> <li>Unit 1, Pg. 60 Turn and Talk Matching</li> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>
<b>C. Physical Fitness</b>		
PHD.PF.p4.1: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>

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<b>D. Nutrition &amp; Healthy Eating</b>		
PHD.NHE.p4.1: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Healthy Food</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
PHD.NHE.p4.2: Demonstrates increasingly complex oral motor skills.	Waterford introduces letter sounds with instruction that includes video demonstrating position of the lips and tongue to form the sound correctly and clearly.	
<b>E. Self-Care</b>		
PHD.SC.p4.1: Follows basic health practices.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
PHD.SC.p4.2: Completes personal care tasks with increasing responsibility.	<ul style="list-style-type: none"> <li>• Teeth</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Monkey Mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>F. Safety</b>		
PHD.S.p4.1: Identifies and follows basic safety rules with possible reminders, guidance and support.	<ul style="list-style-type: none"> <li>Song: Sun Blues</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
PHD.S.p4.2: Demonstrates an ability to follow emergency routines with adult support.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
PHD.S.p4.3: Identifies how adults help to keep us safe.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Community Helpers</li> <li>Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 3, Pg. 373 Trusted Adults</li> </ul>
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>		
<b>A. Character Development</b>		
<b>1. Foundations of Character Development: a. Develop understanding of appropriate behaviors.</b>		
SED.CD.p4.1: Follows adult guidelines and expectations for appropriate behavior.	<ul style="list-style-type: none"> <li>My Family</li> <li>Find Me!</li> <li>Where's Papa?</li> <li>Lost and Found</li> <li>Do I Have To?</li> <li>It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
<b>b. Foster caring attachments between fellow children, staff, and the community.</b>		
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	<ul style="list-style-type: none"> <li>Baby's Ball</li> <li>Do I Have To?</li> <li>It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 188 Full Buckets</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>b. Foster caring attachments between fellow children, staff, and the community <i>continued</i>.</b>		
SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
<b>c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture.</b>		
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> <li>• Papa's Thumb</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
<b>d. Demonstrate actions and facilitate experiences the promote empathy, positive interactions and respectful relationships.</b>		
SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
<b>B. Responsible Decision-Making &amp; Problem-Solving</b>		
<b>1. Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.</b>		
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
<b>2. Demonstrates awareness of personal time and responsibilities within predictable routines.</b>		
SED.R.p4.2: Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transitions</li> </ul>

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<b>3. Develop, implement, and model effective problem-solving skills.</b>		
SED.R.p4.3: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
SED.R.p4.4: Attempts to solve social problems independently, by negotiation or with adult assistance.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
<b>C. Personal Development</b>		
<b>1. Self-Awareness: a. Expresses and develops an understanding of thoughts and emotions of self and others.</b>		
SED.PD.p4.1: Recognizes and identifies more complex emotions in self and others, with accuracy, with adult support.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel’s Blocks</li> <li>• Lost and Found</li> <li>• Noisy Children</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Feelings Posters</li> <li>• Guess How I’m Feeling</li> <li>• Emotion Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
<b>b. Develops and communicates a sense of self and positive identity.</b>		
SED.PD.p4.3: Describes characteristics of self and in relationship to others.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Grandpa’s Great Athlete</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 3, Pg. 346 Journal Prompt: My job...</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, Pg. 246 I know</li> </ul>
SED.PD.p4.4: States more complex personal information, like names of family members or names of neighbors.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Milton’s Mittens</li> <li>• My Family</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 270 Grandma’s House</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 372 Journal Prompt: My Family</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Self-Management: a. Understand and practice strategies for managing emotions and behaviors.</b>		
SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time.	<ul style="list-style-type: none"> <li>Books: Ooey, Goopy Mud; I Hate Peas; Lumpy Mush; Bad News Shoes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
SED.PD.p4.6: Develops strategies to express strong emotion and calm self with adult help.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel’s Blocks</li> <li>Lost Keys</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
<b>b. Reflect on perspectives and emotional responses</b>		
SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.	<ul style="list-style-type: none"> <li>Lost Dinosaur</li> <li>It’s Not Fair!</li> <li>Do I Have To?</li> <li>Lost and Found</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Guess How I’m Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
<b>c. Set, monitor, adapt, and evaluate goals to achieve success in social settings.</b>		
SED.PD.p4.8: Demonstrates age-appropriate independence in decision-making regarding activities and materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>Reflection and Dismissal Routines</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 6, Pg. 48 Flag On the Moon</li> </ul>
<b>D. Social Development</b>		
<b>1. Social Awareness: a. Demonstrate awareness of the thoughts, feelings, and perspective of others</b>		
SED.SD.p4.1: Responds to needs of others and people in distress in caring ways.	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby’s Ball</li> <li>Musical Mayhem</li> <li>Papa’s Thumb</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> <li>Unit 6, Pg. 20 May I Help Game</li> </ul>
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>b. Express comfort and joy in human diversity and develop accurate language for differences.</b>		
SED.SD.p4.3: Recognizes and respects similarities and differences between self and others.	<ul style="list-style-type: none"> <li>Books: In the Rain; Seeing Fingers; Noise? What Noise?; José Three; My Super Sticky Sandwich; David Next Door; Tortillas, Tortillas; The Story Cloth; Duc Tho Le’s Birthday Present; Treasures From the Loom</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 1, Pg. 88 Let’s Play</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>
<b>2. Interpersonal Skills: a. Demonstrate communication and social skills to interact effectively.</b>		
SED.SD.p4.5: Displays socially competent behavior with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 13 We’re All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
SED.SD.p4.6: Participates in conversational turn-taking by listening and responding to what was said.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 1, Pg. 88 Let’s Play</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
SED.SD.p4.8: Invites other children to join groups or activities.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 1, Pg. 88 Let’s Play</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>b. Develop and maintain positive relationships.</b>		
SED.SD.p4.9: Develops friendships with one or two preferred peers.		<ul style="list-style-type: none"> <li>Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 6, Pg. 56 Can I Play With You?</li> </ul>
SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
SED.SD.p4.11: Adjusts behavior to different settings.	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Unit 2, Pg. 214 Garbage Elves</li> </ul>
<b>c. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.</b>		
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
<b>COMMUNICATION AND LITERACY</b>		
<b>A. Speaking and Listening</b>		
<b>1. Conversation and Comprehension</b>		
CL.SL.p4.1: Participates in conversations in increasing group sizes.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Morning Meetings</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1. Conversation and Comprehension <i>continued</i></b>		
CL.SL.p4.1a: Follows agreed-upon rules for discussions.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate grammar and conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
CL.SL.p4.1b. Continues a conversation through multiple exchanges, while increasingly staying on topic.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
CL.SL.p4.2: Asks and answers questions and makes predictions.	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Peek at the Story</li> <li>• Sum Up: Five Ws</li> <li>• Describe Characters</li> <li>• Predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>2. Expressive Language</b>		
CL.SI.p4.3: Able to describe familiar people, places, things, and events with support.	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Same and Different; First, Next, and Last</li> <li>• Adjectives</li> <li>• Color Practice</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
CL.SL.p4.4: Able to tell another person about what they have drawn.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Journal Activities</li> </ul>
CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Music and Dance Activities</li> <li>• Introduction, Pg. 8 Art Center; Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Music Activities</li> <li>• Unit 4. Pg. 117 Giraffes Can Dance!</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Language</b>		
<b>1. Conventions of Language</b>		
CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of standard English grammar as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
CL.LS.p4.1a: Prints some uppercase and lowercase letters.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Letters Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>
CL.LS.p4.1b: Uses basic nouns and verbs.	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs</li> <li>Nouns</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
CL.LS.p4.1c: Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.	<ul style="list-style-type: none"> <li>Songs: Nouns; More Than One</li> <li>Plural Nouns</li> </ul>	
CL.LS.p4.1d: Understands and uses most question words.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Ask a Question</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
CL.LS.p4.1e: Uses an increasing amount of frequently occurring prepositions.	<ul style="list-style-type: none"> <li>Song: Preposition Cat</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
CL.LS.p4.1f: Produces complete sentences in shared language activities.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters).	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Mama Squirrel's Sound Song</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Vocabulary Acquisition and Use</b>		
CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 5, Pg. 155 Vertebrate Sort and Review</li> </ul>
CL.LS.p4.4: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.	<ul style="list-style-type: none"> <li>Songs: Verbs; Adjectives Describe; Antonym Ant</li> <li>Book: Opposites</li> <li>Opposites</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 42 Opposites and Letter Sound /o/</li> <li>Unit 6, Pg. 46 Listening Activity: Opposites Onset-Rime</li> </ul>
CL.LS.p4.4a: Distinguishes among some verbs describing the same general action by acting out the meanings.	<ul style="list-style-type: none"> <li>Song: Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 368 Shades of Paint</li> </ul>
CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	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"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 5, Pg. 155 Vertebrate Sort and Review</li> <li>Journal Activities</li> <li>Dramatic Play Activities</li> <li>Center Activities</li> </ul>
<b>C. Literature</b>		
<b>1. Identifying and finding meaning, details, and ideas from literature.</b>		
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a book or story.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Introduction, Pg. 13 Reading Center</li> </ul>
CL.L.p4.2: With prompting and support, retells books or stories with increasing detail and accuracy.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
CL.L.p4.3: With prompting and support, identifies characters, settings and major events or facts from a book or story.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Structure and Format</b>		
CL.L.p4.4: Asks and answers questions about unknown words in a book.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>Unit 4, Pg. 69 Dramatic Play: Aquarium</li> </ul>
CL.L.p4.5: Interacts with a larger variety of books and text.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Decodable Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
CL.L.p4.6: With prompting and support, describes the role of an author and an illustrator.	<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
<b>3. Integration of Knowledge and Ideas</b>		
CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	<ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> <li>Picture Clues</li> <li>Peek at the Story</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
CL.L.p4.9: With prompting and support, answers “wh” questions, such as what, when, where, or why, based on information presented in the book or story.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>What Comes Next?</li> </ul>	
<b>4. Range of Reading and Level of Text Complexity</b>		
CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Foundational Reading Skills</b>		
<b>1. Print Concepts</b>		
CL.F.p4.1: Begins to demonstrate understanding of the organization and basic features of print.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Story Time Activities</li> </ul>
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Story Time Activities</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 23 Morning Message</li> </ul>
CL.F.p4.1c: Recognizes that letters are grouped to form words.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
CL.F.p4.1d: Recognizes and names some uppercase and lowercase letters, in addition to those in first name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letters Introduction</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Phonological Awareness</b>		
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Syllables</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul>
CL.F.p4.2a: Recognizes rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match,</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
CL.F.p4.2b: Produces rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match,</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	
CL.F.p4.2c: Blends syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Phonological Awareness <i>continued</i></b>		
CL.F.p4.2d: Segments syllables in spoken words.	<ul style="list-style-type: none"> <li>Segment Spoken Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 130 Name Syllable</li> <li>Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /ě/</li> <li>Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> </ul>
CL.F.p4.2e: With prompting and support, blends and segments initial and ending sounds of single syllable words (e.g., /d/+og/ = dog).	<ul style="list-style-type: none"> <li>Blend Onset/Rime Sounds</li> <li>Blending Riddles</li> <li>Blending Dragon</li> <li>Phoneme Segmentation</li> <li>Blend Every Sound (Phonemes)</li> <li>Blend Phonemes</li> <li>Initial Sound</li> <li>Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 4 Listening Activity: Action Words</li> <li>Onset-Rime</li> <li>Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime</li> <li>Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
CL.F.p4.2f: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
<b>3. Fluency</b>		
CL.F.p4.4: Identifies own name in print.	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Name Game</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 27 Letter Tile Names</li> <li>Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names</li> <li>Unit 1, Pg. 74 Name Magnets</li> </ul>
CL.F.p4.4a: Recognizes and "reads" familiar words or environmental print.	<ul style="list-style-type: none"> <li>Words In Your World</li> <li>Name Game</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. Writing</b>		
CL.W.p4.1: Uses a combination of drawing, dictating, or emergent writing to express thoughts and ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
CL.W.p4.2: Recognizably writes most of the letters in their name.	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>
CL.W.p4.5: Participates in shared research and writing projects.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Science Center</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICAL KNOWLEDGE</b>		
<b>A. Counting and Cardinality</b>		
<b>1. Know number names and counting sequence</b>		
M.CC.p4.1: Counts in sequence to 20.	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number __ Counting (e.g., Number 2 Counting)</li> <li>Finger Counting</li> <li>Object Counting</li> <li>Count with 5-Frames</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number Tracing</li> <li>Object Counting</li> <li>Count with 5-Frames</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Number Activities</li> </ul>
M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	<ul style="list-style-type: none"> <li>Song: Counting On</li> <li>Count On</li> <li>Counting Songs (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 2, Pg. 261 Make One More</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 160 Counting On</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> </ul>
<b>2. Count to identify the number of objects</b>		
M.CC.p4.4: Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality).	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Number __ Counting (e.g., Number 2 Counting)</li> <li>Finger Counting</li> <li>Object Counting</li> <li>Count with 5-Frames</li> <li>One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Count to identify the number of objects <i>continued</i></b>		
<p>M.CC.p4.4a: Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.</p>	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Number __ Counting (e.g., Number 2 Counting)</li> <li>• Order Numbers</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> <li>• Finger Counting</li> <li>• Object Counting</li> <li>• Count with 5-Frames</li> <li>• Count with Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> </ul>
<p>M.CC.p4.4b: Understands that the number of objects remains the same regardless of the order in which the objects were counted.</p>	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number __ Counting (e.g., Number 2 Counting)</li> <li>• Finger Counting</li> <li>• Object Counting</li> <li>• Count with 5-Frames</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<p>M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Number __ Counting (e.g., Number 2 Counting)</li> <li>• Finger Counting</li> <li>• Object Counting</li> <li>• Count with 5-Frames</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3. Compare Numbers</b>		
M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
M.CC.p4.7: Subitizes to five.	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> </ul>
M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals.	<ul style="list-style-type: none"> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>B. Operations and Algebraic Thinking</b>		
<b>1. Understand addition as putting together and subtraction as taking from</b>		
M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; A Nice Addition; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>1. Understand addition as putting together and subtraction as taking from <i>continued</i></b>		
<p>M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; A Nice Addition; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 2, Pg. 226 Five Frame Match</li> </ul>
<p>M.OA.p4.3: Identifies patterns in the real world and in numbers.</p>	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns; Counting On</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Count On by 1</li> <li>• Number Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. , 59 ABC Patterns</li> </ul>
<b>C. Measurement and Data</b>		
<b>1. Describe and compare measurable attributes.</b>		
<p>M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).</p>	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Size</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<p>M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make Comparisons</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>



# KANSAS EARLY LEARNING STANDARDS 2024

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Classify objects and count the number of objects in each category.</b>		
<p>M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than; All Sorts of Laundry</li> <li>• Books: For the Birds; Buttons, Buttons</li> <li>• Make and Count Groups</li> <li>• Make Comparisons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<p>M.MD.p4.4: Collects data by categories to answer simple questions.</p>	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens; One More Cat</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<b>D. Geometry</b>		
<b>1. Identify and describe shapes.</b>		
<p>M.G.p4.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)</p>	<ul style="list-style-type: none"> <li>• Songs: Marmot Shapes; Shapes, Shapes, Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
<p>M.G.p4.2: Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.</p>	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Monster Trucks</li> <li>• Books: The Shape of Things; Imagination Shapes; Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>2. Analyze, compare, create, and compose shapes</b>		
<p>M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, of different sizes and orientation. Describes similarities, differences, parts, and other attributes.</p>	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg 330 Circle Party</li> <li>• Unit 3, Pg. 348 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<p>M.G.p4.4: Creates shapes during play by building, drawing, etc.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg 330 Circle Party</li> <li>• Unit 3, Pg. 348 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<p>M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>	<ul style="list-style-type: none"> <li>• Tangrams</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg 330 Circle Party</li> <li>• Unit 3, Pg. 348 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<b>SCIENCE</b>		
<b>A. Scientific Inquiry</b>		
<p>S.SI.p4.1: Makes increasingly complex observations of objects, materials, organisms and events.</p>	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Greater Than, Less Than; More Than, Fewer Than</li> <li>• Science Investigation</li> <li>• Make Comparisons</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 105 Pouring Sounds</li> <li>• Unit 1, Pg. 152 Slime!</li> <li>• Unit 2, Pg. 165 Safe Smelling</li> <li>• Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty</li> <li>• Unit 4, Pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, Pg. 121 Frog or Toad?</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Scientific Inquiry <i>continued</i></b>		
S.SI.p4.2: Provides greater detail in descriptions.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 4, Pg. 121 Frog or Toad?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>
S.SI.p4.3: Asks questions, predicts, experiments, draws conclusions and explains results.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
<b>B. Movement and Simple Machines</b>		
S.MS.p4.1: Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces such as ramps, gears, pendulums and other simple machines.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Gravity</li> <li>• Books: How Did the Chicken Cross the Road?; Up and Down; Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7 Pg. 141 Tool Workshop</li> </ul>
S.MS.p4.2: Recognizes and describes the effect of his/her own actions on objects.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Pollution Rap; Conservation</li> <li>• Push and Pull</li> <li>• Pollution and Recycling</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7 Pg. 141 Tool Workshop</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Living Things</b>		
S.LT.p4.1: Asks /answers questions about objects, organisms and events in their environments.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
S.LT.p4.2: Understands plants and animals need air, food and water.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants; Water</li> <li>• Books: Mela’s Water Pot; Everybody Needs to Eat</li> <li>• Plants</li> <li>• Water</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<b>D. Environment and Climate</b>		
S.EC.p4.1: Observes and discusses changes in weather and seasons using common weather related vocabulary.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Seasons</li> <li>• Books: Whatever the Weather; That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
S.EC.p4.2: Observes and explains how plants and animals respond to changes in the environment and in seasons.	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>
S.EC.p4.3: Understands how actions people take may change the environment and the impact actions have on the environment.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Environment and Climate <i>continued</i></b>		
S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
S.EC.p4.5: Demonstrates an understanding that different weather conditions required different clothing or accessories.	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Book: Whatever the Weather</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<b>E. Habitats and Human Impact</b>		
S.HHI.p4.1: Demonstrates an understanding that living things exist in different habitats.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
S.HHI.p4.2: Demonstrates ways in which the environment provides natural resources that are needed by people.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Food From Plants</li> <li>• Natural Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>
S.HHI.p4.3: Recognizes actions impact the environment.	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>	
<b>SOCIAL STUDIES</b>		
<b>A. Community</b>		
SS.p4.1: Identifies leaders at home and school.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 3, Pg. 328 Dramatic Play: Fire Station</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 3, Pg. 343 Which Hat is Best?</li> <li>• Unit 5, Pg. 246 Library Field Trip</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Economics</b>		
SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited.		<ul style="list-style-type: none"> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> <li>Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	<ul style="list-style-type: none"> <li>Books: Bugs For Sale; Follow the Apples</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>C. Geography</b>		
SS.p4.4: Identifies and correctly uses terms related to location, direction and distance.	<ul style="list-style-type: none"> <li>Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>Book: Up in the Air</li> <li>Position</li> <li>First, Middle, Last</li> <li>Inside, Outside, Between</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
SS.p4.5: Creates simple “maps” or drawings of familiar places.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
SS.p4.6: Matches objects to usual locations and identifies features of familiar places.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Children</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<b>D. Kansas, United States, &amp; World History</b>		
SS.p4.7 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Rusty and Rosy Coloring Pages</li> <li>Holiday Coloring Pages</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
SS.p4.8: Names city and state where he/she lives.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Children</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
SS.p4.9: Demonstrates an understanding of time in the context of daily experiences.	<ul style="list-style-type: none"> <li>Calendar</li> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 11 Clean Up and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Schedule</li> </ul>



# KANSAS EARLY LEARNING STANDARDS 2024

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CREATIVE ARTS</b>		
<b>A. Dance</b>		
CA.D.p4.1: Explores one body part in conjunction with other body parts, balance on one foot.	<ul style="list-style-type: none"> <li>• Body Parts</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Body Apron Pattern</li> <li>• Body Parts Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
CA.D.p4.1a: Skips, slides, leaps.		<ul style="list-style-type: none"> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
CA.D.p4.2: Dances to music with varying tempos.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
CA.D.p4.2a: Creates simple rhythm patterns and is able to repeat them.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
CA.D.p4.2b: Moves through combinations of pathways, straight, zigzag, diagonal, and curve.		<ul style="list-style-type: none"> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
CA.D.p4.2c: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 6, Pg. 53 Floating Robots</li> </ul>
CA.D.p4.3: Creates movement based on imagery from pictures, books or other ideas.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Dance <i>continued</i></b>		
CA.D.p4.4: Demonstrates the ability to listen and carry out instruction.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
CA.D.p4.4a: Demonstrates the ability to create movement and discovery and maintain spatial awareness.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> <li>Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
<b>B. Music</b>		
CA.M.p4.1: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 175 Dancing With Props</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 3, Pg. 304 Farmer Mash</li> <li>Unit 4, Pg. 117 Giraffes Can Dance!</li> </ul>
CA.M.p4.2: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
CA.M.p4.3: Creates own songs and movements, including musical instruments.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 6, Pg. 22 Find the Beat</li> <li>Unit 6, Pg. 86 Drum Craft</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>Unit 7, Pg. 235 Rain Sticks</li> </ul>
<b>C. Dramatic Play</b>		
CA.DP.p4.1: Takes a role in acting out a story.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Dramatic Play <i>continued</i></b>		
CA.DP.p4.1a: Creates dialogue specific to a type of character.	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li><b>Engagement:</b></li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
CA.DP.p4.2: Anticipates story plot and structure of story.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Story Time Activities</li> </ul>
CA.DP.p4.2a: Participates with others in listening and responding in dramatic role.	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li><b>Engagement:</b></li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
CA.DP.p4.2b: Acts out feelings with body and voice in dramatic play situations.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> <li><b>Engagement:</b></li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
CA.DP.p4.3: Creates a story and assigns roles for self and others.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
CA.DP.p4.3a: Repeats dialogue and movement to tell a story.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 6, Pg. 208 Program Rehearsal</li> </ul>
CA.DP.p4.3b: Creates and executes complicated plot with conflict and resolution.	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li><b>Engagement:</b></li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
CA.DP.p4.3c: Creates unique characters using imagination.	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li><b>Engagement:</b></li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Visual Arts</b>		
CA.VA.p4.1: Uses a variety of materials and tools to create art.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
CA.VA.p4.2: Begins to create drawings that are better defined, more detailed and more realistic.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
CA.VA.p4.3: Demonstrates understanding of art vocabulary and concepts.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 3, Pg. 368 Shades of Paint</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
CA.VA.p4.4: Discusses own artistic creations and those of others.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 3, Pg. 368 Shades of Paint</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>

## PRE-READING

### Sing a Rhyme Songs /Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; 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](http://Waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

## PRE-MATH & SCIENCE

### Math Books

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 On the Beach; 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](http://mentor.waterford.org) can be found in Spanish or with Spanish support.

## SONGS

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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

### 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

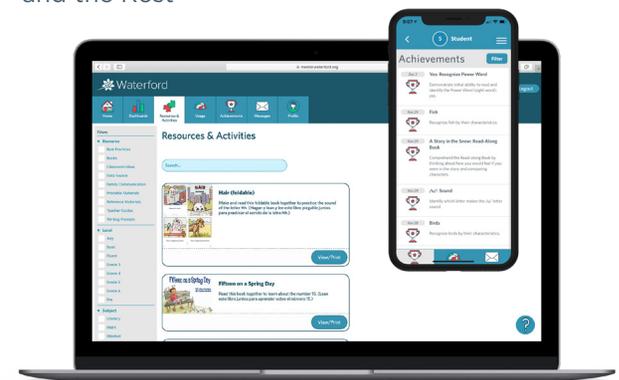
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### 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).