

# CURRICULUM *Correlation*



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

# TABLE OF CONTENTS

<b>APPROACHES TO LEARNING</b> .....	<b>1</b>
STANDARD 1: The child demonstrates positive attitudes, habits, and learning styles. ....	1
<b>CREATIVE SKILLS</b> .....	<b>4</b>
STANDARD 1: The child participates in activities that foster individual creativity. ....	4
<b>REVISED ENGLISH LANGUAGE ARTS (2021)</b> .....	<b>7</b>
STANDARD 1: Listening and Speaking. ....	7
STANDARD 2: Reading and Writing Foundations. ....	8
STANDARD 2: Reading and Writing Process .....	10
STANDARD 3: Critical Reading and Writing. ....	11
STANDARD 4: Vocabulary .....	11
STANDARD 5: Language .....	12
STANDARD 6: Research .....	13
STANDARD 7: Multimodal Literacies .....	14
STANDARD 8: Independent Reading and Writing. ....	14
<b>REVISED MATHEMATICS (2016)</b> .....	<b>15</b>
Numbers & Operations (N). ....	15
<b>ALGEBRAIC REASONING &amp; ALGEBRA (A)</b> .....	<b>16</b>
Geometry & Measurement (GM) .....	16
Data & Probability (D). ....	17
<b>HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT</b> .....	<b>17</b>
STANDARD 1: Large Motor Skill Development .....	17
STANDARD 2: Small Motor Skill Development. ....	19
STANDARD 3: Health-Enhancing Activity Development .....	20
<b>REVISED SCIENCE (2020)</b> .....	<b>21</b>
Science Exploration (S) .....	21

<b>SOCIAL AND PERSONAL SKILLS</b> .....	<b>23</b>
STANDARD 1: The child participates in activities to develop the skills necessary for working and interacting with others. ....	23
STANDARD 2: The child develops the skills necessary for participating in a variety of settings. ....	27
<b>SOCIAL STUDIES</b> .....	<b>28</b>
PK.1 The student will exhibit traits of good citizenship. ....	28
PK.2 The student will demonstrate knowledge of basic physical and human geographic concepts. ....	28
PK.3 The student will understand that history relates to events and people of other times and places. ....	29
PK.4 The student will identify basic economic concepts. ....	30
<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>31</b>
<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....	<b>34</b>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APPROACHES TO LEARNING</b>		
STANDARD 1: The child demonstrates positive attitudes, habits, and learning styles.		
A. Demonstrates an eagerness and interest in learning.		
1. Chooses to participate in a variety of activities, tasks, and play areas.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 2</a>, Pg. 188 Full Buckets</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> </ul>
2. Shares ideas and asks questions.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> </ul>
3. Enters into cooperative play with other children.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 246 I Touch My Nose Like This</li> <li>• <a href="#">Unit 4</a>, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• <a href="#">Unit 7</a>, Pg. 249 Friendship</li> </ul>
B. Develops and expands listening skills.		
1. Follows simple oral directions.	Children interacting with SmartStart are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 3</a>, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• <a href="#">Unit 4</a>, Pg. 70 Introduce and Count Zero</li> </ul>
2. Identifies sounds heard.	<ul style="list-style-type: none"> <li>• What Do You Hear?</li> <li>• Animal Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 105 Pouring Sounds</li> <li>• <a href="#">Unit 5</a>, Pg. 188 Insect Walking Sounds</li> </ul>
3. Responds to and mimics sounds.	Waterford activities, such as Letter Sound Instruction, ask children to “Say it with me!”, and are repetitive with “One more time!” Activities demonstrate sound and ask children to repeat the sound or sounds they hear.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 188 Insect Walking Sounds</li> </ul>
C. Takes care of materials.		
1. Makes appropriate use of materials.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 2</a>, Pg. 240 I’m Responsible</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I’m a Helper</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>C. Takes care of materials <i>continued</i>.</b>		
Knows where supplies and materials are kept and assists with clean-up.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• Garbage Elves <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Clean Up Together <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 2</a>, Pg. 240 I’m Responsible</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I’m a Helper</li> </ul>
<b>D. Demonstrates self-direction and independence.</b>		
1. Makes choices and stays with an activity for a reasonable length of time once a choice is made.	Engaging activities throughout SmartStart hold children’s attention as they concentrate on each task. They build persistence with the support provided within each activity that can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 1</a>, Pg. 34 Counting and Attendance</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 212 It’s Different, But It’s Good!</li> </ul>
2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play with assistance, and asks for assistance when needed.	• Books: The Germs; Whatever the Weather <b>Engagement:</b> <ul style="list-style-type: none"> <li>• Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul>
3. Follows routines upon entering and leaving the play space, playground, learning centers, etc.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• Garbage Elves <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Guess My Rule <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Clean Up Together <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 29 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 40 Snack</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> </ul>
<b>E. Demonstrates increasing ability to set goals. Develops and follows through on plans.</b>		
1. Increases ability to organize him/her self and materials.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li>• <a href="#">Unit 2</a>, Pg. 216 Dramatic Play: Laundromat</li> <li>• <a href="#">Unit 5</a>, Pg. 134 Dinosaur Dig</li> </ul>
2. Increases understanding of a task as a series of steps.	Children are often asked to follow a sequence of steps to complete an activity.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 212 It’s Different, But It’s Good!</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. Demonstrates increasing ability to set goals. Develops and follows through on plans <i>continued</i>.</b>		
3. Follows through to complete tasks and activities.	Engaging activities throughout SmartStart hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity that can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 1</a>, Pg. 34 Counting and Attendance</li> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>F. Manages transition between activities effectively.</b>		
1. Moves with ease from one activity to another.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 7 Making Changes</li> <li>• <a href="#">Unit 1</a>, Pg. 29 Reflection and Dismissal</li> <li>• <a href="#">Unit 3</a>, Pg. 350 Friday Story: The Perfect Square</li> </ul>
2. Displays little discomfort or distress when schedule changes.	<ul style="list-style-type: none"> <li>• Soup's On!</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 7 Making Changes</li> <li>• <a href="#">Unit 1</a>, Pg. 29 Reflection and Dismissal</li> <li>• <a href="#">Unit 3</a>, Pg. 350 Friday Story: The Perfect Square</li> </ul>
<b>G. Understands, accepts, and follows rules and routines.</b>		
1. Begins to show self-control by following rules.	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>• <a href="#">Unit 4</a>, Pg. 35 I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
2. Begins to accept consequences of behavior.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 3</a>, Pg. 287 Sun Safe Song</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>• <a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• <a href="#">Unit 7</a>, Pg. 184 Consequence Game</li> <li>• <a href="#">Unit 7</a>, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
3. Begins to show greater ability to control intense feelings.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 35 I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>H. Develops increasing ability to find more than one solution to a question, task, or problem.</b>		
1. Begins to show ability to generate several approaches to carry out a task.	Support provided within each Waterford activity 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>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
2. Pursues alternative approaches to problem solving.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Perfect Present</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
<b>I. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</b>		
1. Enjoys actively exploring materials and displays a curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Materials</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
2. Engages in conversations with others regarding the materials. Applies previously learned information to new situations.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> <li>• <a href="#">Unit 7</a>, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>CREATIVE SKILLS</b>		
<b>STANDARD 1: The child participates in activities that foster individual creativity.</b>		
<b>A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.</b>		
1. Participates freely in music activities.	Music is an integral part of SmartStart, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances <i>continued</i>.</b>		
2. Enjoys singing games, dramatizing songs and dancing/moving to music.	Music is an integral part of SmartStart, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>B. Thinks of new uses for familiar materials.</b>		
1. Shows creativity and imagination in play with materials and props.	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 7</a>, Pg. 134 Dramatic Play: Architect's Office</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
2. Uses objects as symbols for other things.	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 7</a>, Pg. 134 Dramatic Play: Architect's Office</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
<b>C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</b>		
1. Participates in dramatic play themes that become more involved and complex, possibly carrying over several days.	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• <a href="#">Unit 7</a>, Pg. 134 Dramatic Play: Architect's Office</li> </ul>
2. Assumes various roles in dramatic play situations.	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• <a href="#">Unit 7</a>, Pg. 134 Dramatic Play: Architect's Office</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Works creatively using a variety of self expressive materials and tools to creatively ideas.</b>		
1. Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Eric Carle Paintings</li> </ul>
2. Shares ideas about personal artwork.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Eric Carle Paintings</li> </ul>
3. Uses materials (For example: small figures, puppets, dolls, and props) to recreate or dramatize stories, moods, experiences and situations.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Materials</li> <li>• Read with Me 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>• <a href="#">Introduction</a>, Pg. 11 Dramatic Play Center</li> <li>• <a href="#">Unit 4</a>, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• <a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• <a href="#">Unit 7</a>, Pg. 228 Dramatic Play: Kindergarten Classroom</li> </ul>
<b>E. Moves freely in response to music and change of tempo.</b>		
1. Moves in time with the beat.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
2. Begins to respond to music of various tempos through movement.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>F. Expresses thoughts and feelings through creative movement.</b>		
1. Uses movement to express feelings, understand and interpret experiences.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways in Space</li> </ul>
2. Enjoys dramatizing songs and games and moving to music.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways in Space</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>G. Experiments with a variety of musical instruments.</b>		
1. Begins to distinguish among the sounds of several common instruments.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Animal Music Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li><a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> </ul>
<b>REVISED ENGLISH LANGUAGE ARTS (2021)</b>		
<b>STANDARD 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations.</b>		
<b>Listening: Students will develop and apply effective communication skills through active listening.</b>		
PK.1.L.1 Students will actively listen using agreed-upon rules with prompting.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters ask and answer questions.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li><a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li><a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li><a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
PK.1.K.2 Students will follow simple one-step oral directions.	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li><a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li><a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li><a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
<b>Speaking: Students will develop and apply effective communication skills to share ideas through speaking.</b>		
PK.1.S.1 Students will work respectfully with peers with prompting.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen, participate, and take turns speaking.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 22 Name Song</li> <li><a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li><a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li><a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
PK.1.S.3 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.	Social-emotional videos model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li><a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li><a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li><a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
PK.1.S.3 Students will ask and answer questions with prompting.	<ul style="list-style-type: none"> <li>Ask a Question</li> <li>What Comes Next?</li> <li>Peek at the Story</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li><a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li><a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
PK.1.S.4 Students will orally describe personal interests or tell stories to peers and adults with prompting.		<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li><a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li><a href="#">Unit 6</a>, Pg. 89 Storytelling Festival</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>		
<b>Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</b>		
PK.2.PA.1 Students will count spoken words in a three- to four-word sentence with one-syllable words.	<ul style="list-style-type: none"> <li>Segment Spoken Sentences</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
PK.2.PA.2 Students will recognize spoken words that rhyme (e.g., wall & fall).	<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</li> <li>(See titles at end of document)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 51 Fancy Rhyming</li> <li><a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li><a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li><a href="#">Unit 2</a>, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> </ul>
PK.2.PA.3 Students will recognize syllables in spoken words (e.g., pony = po + ny)	<ul style="list-style-type: none"> <li>Syllable</li> <li>Syllable Safari</li> <li>Syllable Deletion With Compound Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li><a href="#">Unit 5</a>, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> </ul>
PK.2.PA.4 Students will isolate the common initial sound when given a set of alliterative spoken words (e.g., the puppy pounces).	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li><a href="#">Unit 6</a>, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li><a href="#">Unit 6</a>, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
<b>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.</b>		
PK.2.PC.1 Students will demonstrate correct book orientation and identify the front and back covers of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>
PK.2.PC.2 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>
PK.2.PC.3 Students will begin to understand that print moves from top to bottom, left to right, and front to back.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li><a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li><a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> <li><a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print <i>continued</i>.</b>		
PK.2.PC.4 Students will begin to recognize that written words are made up of letters and are separated by spaces.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> <li>• <a href="#">Unit 1</a>, Pg. 23 Morning Message</li> </ul>
PK.2.PC.5 Students will begin to recognize ending punctuation marks in print during shared reading or other text experiences	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	
PK.2.PC.6 Students will begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Alphabet Introduction</li> <li>• Letter Match</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 22 Name Song</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>
<b>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.</b>		
PK.2.PWS.1 Students will name the letters in their first name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction</li> <li>• Letter Match</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 22 Name Song</li> </ul>
PK.2.PWS.2 Students will name a majority of uppercase and lowercase letters.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction</li> <li>• Letter Checker</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation <i>continued</i>.</b>		
PK.2.PWS.3 Students will produce some sounds represented by letters.	<ul style="list-style-type: none"> <li>• Songs: Mama Squirrel Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels; Consonants</li> <li>• Sound Song</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 4</a>, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>• <a href="#">Unit 4</a>, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• <a href="#">Unit 5</a>, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• <a href="#">Unit 6</a>, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>
<b>Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.</b>		
PK.2.F.1 Students will read their first name in print.	<ul style="list-style-type: none"> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 22 Name Song</li> </ul>
PK.2.F.2 Students will chorally recite familiar texts (e.g., rhymes, songs, poetry, etc.).	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Storytelling Festival</li> </ul>
<b>STANDARD 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes.</b>		
<b>Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>		
PK.2.R.1 Students will begin to retell or reenact major events or details from a read-aloud.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• <a href="#">Unit 6</a>, Pg. 89 Storytelling Festival</li> </ul>
<b>Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>		
PK.2.W.1 Students will begin to express themselves through drawing and emergent writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Letter Writing Activities</li> <li>• Dramatic Play Activities</li> <li>• Journal Prompts</li> <li>• <a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li>• <a href="#">Unit 2</a>, Pg. 181 Introducing Journals</li> <li>• <a href="#">Unit 3</a>, Pg. 329 Thank You Notes</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 3: Critical Reading and Writing: Students will apply critical thinking skills to reading and writing.</b>		
Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.		
PK.3.R.1 Students will describe the roles of an author and illustrator with prompting.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> </ul>
PK.3.R.2 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look At Details</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 150 What Doesn't Belong?</li> </ul>
PK.3.R.3 Students will identify characters in a story with prompting.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look At Details</li> <li>• Sum Up: Five Ws</li> <li>• Picture Clues</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.		
PK.3.W Students will use drawing and labeling to tell a story or share information with prompting.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Alphabet Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 1</a>, Pg. 56 Pencil Grip</li> </ul>
<b>STANDARD 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>		
Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.		
PK.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Make Comparisons</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 119 Sorting Buttons</li> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 3</a>, Pg. 358 Fancy Shapes</li> <li>• <a href="#">Unit 4</a>, Pg. 108 What Makes an Amphibian?</li> <li>• <a href="#">Unit 5</a>, Pg. 174 Invertebrates</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion <i>continued</i>.</b>		
<p>PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Clues</li> <li>• Reading Detective</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts Activities</li> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Illustration Investigation</li> </ul>
<p>PK.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Dramatic Play Activities</li> </ul>
<b>Writing: Students will apply knowledge of vocabulary to speak and write effectively.</b>		
<p>PK.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<p>PK.4.W.2 Students will use language according to purpose in shared writing experiences</p>	<p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>• Morning Message Activities</li> </ul>
<b>STANDARD 5: Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>		
<b>Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>		
<p>PK.5.R.1 Students will hear different sentence structures through conversations, read-alouds, and interactive reading.</p>	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• <a href="#">Unit 3</a>, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 7</a>, Pg. 238 Surfing the Waves</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p><b>Reading:</b> Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts <i>continued</i>.</p>		
<p>PK.5.R.2 Students will hear different parts of speech through conversations, read-alouds, and interactive reading:</p> <ul style="list-style-type: none"> <li>concrete objects as persons, places, or things (i.e., nouns)</li> <li>words as actions (i.e., verbs)</li> <li>color adjectives</li> <li>the pronoun I</li> <li>spatial and time relationships such as up, down, before, and after</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs; Adjectives Describe; Pronouns; Position Cat; Monster Trucks; Get Over the Bugs</li> <li>Book: Up in the Air</li> <li>Nouns</li> <li>Verbs</li> <li>Adjectives</li> <li>First, Middle, Last</li> <li>Top, Beside, and Bottom</li> <li>Inside, Outside, Between</li> <li>Over, Under, and Through</li> <li>Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li><a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li><a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next to, On</li> <li><a href="#">Unit 5</a>, Pg. 232 Here, Kitty, Kitty: Position Words and Letter Sound /k/</li> <li><a href="#">Unit 5</a>, Pg. 242 Long Lewie: Position Words and Letter Sound /l/</li> </ul>
<p><b>STANDARD 6: Research:</b> Students will engage in inquiry to acquire, refine, and communicate accurate information.</p>		
<p><b>Reading:</b> Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>		
<p>PK.6.R.1 Students will begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest.</p>	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Informational Books (See titles at end of document.)</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li><a href="#">Unit 5</a>, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li><a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li><a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> </ul>
<p><b>Writing:</b> Students will synthesize information ethically through speaking and writing.</p>		
<p>PK.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.</p>	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Informational Books (See titles at end of document.)</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li><a href="#">Unit 2</a>, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li><a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li><a href="#">Unit 5</a>, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li><a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STANDARD 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>		
Reading: Students will comprehend and evaluate multimodal content.		
PK.7.R Students will explore ideas and topics in a variety of media and formats with prompting.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Videos: Animal Sounds; Farm Animals; Sheep; Big Little Animals</li> </ul>	
Writing: Students will create multimodal content to communicate effectively.		
PK.7.W Students will begin to combine movement with relevant props, images, or illustrations to support their writing and speaking.	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> </ul>
<b>STANDARD 8: Independent Reading and Writing: Students will read and write independently for a variety of purposes and periods of time.</b>		
Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.		
PK.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.		
PK.8.W Students will begin to express their ideas using a combination of drawing and emergent writing with prompting.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Journal Activities</li> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>REVISED MATHEMATICS (2016)</b>		
<b>Numbers &amp; Operations (N)</b>		
<b>PK.N.1 Know number names and count in sequence.</b>		
PK.N.1.1 Count aloud forward in sequence by 1s to 20.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Number Activities</li> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> </ul>
PK.N.1.2 Recognize and name written numerals 0-10.	<ul style="list-style-type: none"> <li>Explain Numbers</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Number Activities</li> </ul>
PK.N.1.3 Recognize that zero represents the count of no objects.	<ul style="list-style-type: none"> <li>Song: Zero Is a Big Round Hole</li> <li>Book: Zero In My Toybox</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 70 Introduce and Count Zero</li> <li><a href="#">Unit 4</a>, Pg. 81 Read and Write Zero</li> </ul>
<b>PK.N.2 Count to tell the number of objects.</b>		
PK.N.2.1 Identify the number of objects, up to 10, in a row or column.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> <li><a href="#">Unit 2</a>, Pg. 243 Central Park Board Game</li> </ul>
PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Match Numbers</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> </ul>
PK.N.2.3 Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Match Numbers</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> </ul>
PK.N.2.4 Count up to 5 items in a scattered configuration; not in a row or column.	<ul style="list-style-type: none"> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 243 Central Park Board Game</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.N.3 Compare sets using number.</b>		
PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or fewer.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 71 Less Than</li> <li>• <a href="#">Unit 6</a>, Pg. 8 Greater Than</li> </ul>
<b>ALGEBRAIC REASONING &amp; ALGEBRA (A)</b>		
<b>PK.A.1 Recognize, duplicate, and extend patterns.</b>		
PK.A.1.1 Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Large, Larger, Largest; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 40 Math: Same Two</li> <li>• <a href="#">Unit 2</a>, Pg. 170 Mad Dash Number Match</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>
PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 38 AB Pattern Garden</li> <li>• <a href="#">Unit 4</a>, Pg. 48 ABB Cereal Necklaces</li> <li>• <a href="#">Unit 4</a>, Pg. 59 ABC Patterns</li> </ul>
<b>Geometry &amp; Measurement (GM)</b>		
<b>PK.GM.1 Identify common shapes.</b>		
PK.GM.1.1 Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.	<ul style="list-style-type: none"> <li>• Songs: Marmot Shapes; Shapes, Shapes, Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li>• <a href="#">Unit 3</a>, Pg. 299 Triangles</li> <li>• <a href="#">Unit 3</a>, Pg. 321 Circles</li> <li>• <a href="#">Unit 3</a>, Pg. 360 Fancy Shapes</li> <li>• <a href="#">Unit 3</a>, Pg. 368 Shape Mural</li> <li>• <a href="#">Unit 3</a>, Pg. 377 Shape Hunt</li> </ul>
<b>PK.GM.2 Describe and compare measurable attributes.</b>		
PK.GM.2.1 Identify measurable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or other age appropriate vocabulary.	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.GM.2 Describe and compare measurable attributes <i>continued</i>.</b>		
PK.GM.2.2 Directly compare two objects with a common measurable attribute using words such as longer/shorter; heavier/lighter; or taller/shorter.	<ul style="list-style-type: none"> <li>• Make Comparisons</li> <li>• Match</li> <li>• Size</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
PK.GM.2.3 Sort objects into sets by one or more attributes.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 119 Sorting Buttons</li> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 3</a>, Pg. 358 Fancy Shapes</li> <li>• <a href="#">Unit 4</a>, Pg. 108 What Makes an Amphibian?</li> <li>• <a href="#">Unit 5</a>, Pg. 174 Invertebrates</li> </ul>
<b>Data &amp; Probability (D)</b>		
<b>PK.D.1 Collect and organize categorical data.</b>		
PK.D.1.1 Collect and organize information about objects and events in the environment.	<ul style="list-style-type: none"> <li>• Song: Graphing</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Picture Graphs</li> <li>• Bar Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• <a href="#">Unit 2</a>, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• <a href="#">Unit 5</a>, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>• <a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• <a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> </ul>
PK.D.1.2 Use categorical data to create real-object graphs.	<ul style="list-style-type: none"> <li>• Song: Graphing</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Picture Graphs</li> <li>• Bar Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• <a href="#">Unit 2</a>, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• <a href="#">Unit 5</a>, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>• <a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• <a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> </ul>
<b>HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT</b>		
<b>STANDARD 1: Large Motor Skill Development - The child participates in activities involving large muscle skills.</b>		
<b>A. Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)</b>		
1. Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping and pulling. Moves toward skipping, galloping and riding while maintaining balance.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Demonstrates body and space awareness to move and stop with control over speed and direction.</b>		
1. Names or points to body parts.	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 14 Picturing My Body</li> <li>• <a href="#">Unit 6</a>, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
2. Moves within a space with defined boundaries.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
3. Runs easily and stops quickly.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
4. Controls body and can change movement, speed and direction.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 3</a>, Pg. 304 Farmer Mash</li> <li>• <a href="#">Unit 4</a>, Pg. 117 Giraffes Can Dance!</li> </ul>
<b>C. Demonstrates non-locomotor movements (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).</b>		
1. Moves while standing in place.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> </ul>
2. Identifies and reproduces non-locomotor movements when asked.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> </ul>
<b>D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</b>		
1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
2. Dribbles a ball with hands and/or feet.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
3. Swings with assistance.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> </ul>
4. Goes down a slide.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing)</b>		
1. Participates in activities that develop large muscles, strength and endurance.	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
<b>F. Develops coordination and balance through a variety of activities.</b>		
1. Begins to gain coordination through participation in physical activities.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
2. Demonstrates ability to balance.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> </ul>
3. Transfers weight from one body part to another.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> </ul>
<b>STANDARD 2: Small Motor Skill Development - The child participates in activities involving small muscles.</b>		
<b>A. Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, fingerpaint, scissors, glue, and a variety of puzzles)</b>		
1. Controls small muscles to complete tasks.	The use of SmartStart requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> </ul>
2. Uses small muscles for self-help skills.	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads)</b>		
1. Uses simple tools during a variety of learning activities.	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 56 Pencil Grip</li> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> </ul>
<b>STANDARD 3: Health-Enhancing Activity Development - The child participates in activities for the development of lifetime health and fitness.</b>		
<b>A. Progresses in physical growth, strength, stamina and flexibility.</b>		
1. Demonstrates increasing ability to lift and carry heavier items, run farther and successfully navigate playground equipment.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
<b>B. Understands that healthy bodies need rest, exercise, water, and good nutrition.</b>		
1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> </ul>
2. Begins to recognize and select healthy foods, exercise and rest activities.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> </ul>
<b>C. Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)</b>		
1. Takes care of self when eating, dressing, toileting, and washing hands.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• <a href="#">Food Pictures (Healthy Eating)</a></li> <li>• My Healthy Plate <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>D. Builds awareness and ability to follow basic health and safety rules.</b>		
1. Utilizes appropriate safety procedures for school, outdoors, playground, vehicles, bicycles, etc.	<ul style="list-style-type: none"> <li>• Song: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Fire Safety Activities for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 336 Call for Help</li> <li>• <a href="#">Unit 3</a>, Pg. 339 Emergency!</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
2. Identifies ways to locate school and community helpers.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 328 We All Have Jobs</li> <li>• <a href="#">Unit 3</a>, Pg. 336 Call for Help</li> <li>• <a href="#">Unit 3</a>, Pg. 339 Emergency!</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
3. Communicates fears to a trusted adult.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> </ul>
<b>REVISED SCIENCE (2020)</b>		
<b>Science Exploration (S)</b>		
PK.S.1 Engage in play to explore the physical and natural world.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 199 Volume</li> </ul>
PK.S.2 Make observations of the physical and natural world.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 1</a>, Pg. 84 What Do You See?</li> <li>• <a href="#">Unit 1</a>, Pg. 86 Excellent Eyes</li> <li>• <a href="#">Unit 1</a>, Pg. 105 Pouring Sounds</li> <li>• <a href="#">Unit 1</a>, Pg. 152 Slime!</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 2</a>, Pg. 165 Safe Smelling</li> <li>• <a href="#">Unit 2</a>, Pg. 195 Taste and Smell Snack Activity</li> <li>• <a href="#">Unit 2</a>, Pg. 196 Sweet, Sour, Bitter, Salty</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Science Exploration (S) continued</i>		
<p>PK.S.3 Notice and describe similarities and differences among plants, animals, and objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter; Same and Different</li> <li>• Look at Details</li> <li>• Solid and Liquid</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Magnets</li> <li>• Matter</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 196 Sweet, Sour, Bitter, Salty</li> <li>• <a href="#">Unit 4</a>, Pg. 8 Flat or Solid?</li> <li>• <a href="#">Unit 4</a>, Pg. 14 Vertebrates Have Bones</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• <a href="#">Unit 5</a>, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> </ul>
<p>PK.S.4 Share noticings and wonderings about the physical and natural world.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 284 Sunlight and Temperature Investigation</li> <li>• <a href="#">Unit 3</a>, Pg. 342 The Water Cycle: Part 1</li> <li>• <a href="#">Unit 3</a>, Pg. 346 The Water Cycle: Part 2</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 5</a>, Pg. 175 Ant Farm Extension</li> <li>• <a href="#">Unit 5</a>, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> </ul>
<p>PK.S.5 Ask questions based on curiosity about the physical and natural world.</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 1</a>, Pg. 84 What Do You See?</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 6</a>, Pg. 18 Listening To My Body</li> </ul>
<p>PK.S.6 Engage in investigations based on curiosity and wondering about the physical and natural world.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>



OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL AND PERSONAL SKILLS</b>		
STANDARD 1: The child participates in activities to develop the skills necessary for working and interacting with others.		
A. Plays, works and interacts easily with one or more children and/or adults.		
1. Greets the teacher and others when arriving.	Families are provided information about social-emotional learning online in Resources & Activities.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
2. Responds to familiar faces and voices verbally and nonverbally.	Families are provided information about social-emotional learning online in Resources & Activities.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> </ul>
3. Engages in conversations with children and adults.	Social-emotional videos model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 150 What Doesn't Belong?</li> </ul>
4. Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas.	Families are provided information about social-emotional learning online in Resources & Activities.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 150 What Doesn't Belong?</li> </ul>
B. Begins to develop relationships with others.		
1. Chooses to work and play with other children.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 11 Dramatic Play Center</li> <li>• <a href="#">Unit 1</a>, Pg. 68 Dramatic Play: Garage</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 270 Dramatic Play: Grandma's House</li> <li>• <a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• <a href="#">Unit 4</a>, Pg. 69 Dramatic Play: Aquarium</li> <li>• <a href="#">Unit 5</a>, Pg. 230 Dramatic Play: Library</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>B. Begins to develop relationships with others <i>continued</i>.</b>		
2. Initiates interaction with others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Party Time!</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 141 I Am, I Can</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>C. Recognizes the feelings of others and responds appropriately.</b>		
1. Expresses increased care and understanding for the feelings of others.	<ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
<b>D. Develops confidence and stands up for own rights.</b>		
1. Attempts new tasks with enthusiasm.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Soup's On!</li> <li>• Marmot Basket</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2. Enters into play with groups of children with confidence.	Families are provided information about social-emotional learning online in Resources & Activities.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 141 I Am, I Can</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
<b>E. Shows respect for others, materials, and equipment.</b>		
1. Treats other children respectfully and uses care with possessions.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
2. Uses equipment carefully, does not waste supplies and puts materials away when finished.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>E. Shows respect for others, materials, and equipment <i>continued</i>.</b>		
3. Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person.	Waterford is committed to creating a diverse learning experience that connects with all early learners.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 20 An Inclusive Classroom</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
<b>F. Recognizes and expresses own feelings and responds appropriately.</b>		
1. Handles feelings in age-appropriate way.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
2. Uses words or pictures to identify and label some of his/her own feelings and needs.	<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> <li>• Squirrel's Sketches</li> <li>• Clubhouse</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 3</a>, Pg. 331 Thank-you Notes</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
3. Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 35 I Can Calm Down</li> </ul>
<b>G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</b>		
1. Shares equipment/materials and takes turns in activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>H. Works independently and/or cooperatively to solve problems or resolve conflicts.</b>		
1. Uses words and strategies for resolving conflicts and solving problems.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>I. Seeks assistance from an adult when appropriate.</b>		
1. Follows school rules for appropriate behavior.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Listening Rug Rules</a></li> <li>• Good Playing Rules <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> </ul>
2. Attempts to solve problem before asking for assistance from teacher.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>J. Recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</b>		
1. Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 2</a>, Pg. 240 I'm Responsible</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
2. Identifies self as being part of different groups such as family, community, culture, or school.	<ul style="list-style-type: none"> <li>• My Name is Squirrel</li> <li>• My Family</li> <li>• Come Inside</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li>• <a href="#">Unit 5</a>, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul>
<b>K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.</b>		
1. Develops successful relationships with others in the home, family, and learning environment.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Where's Papa?</li> <li>• Find Me!</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 158 This Belongs to a Friend</li> <li>• <a href="#">Unit 4</a>, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities <i>continued</i>.</b>		
2. Treats everyone with respect and dignity.	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>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
3. Understands and values similarities and differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 24 Fingerprints: Same or Different?</li> <li>• <a href="#">Unit 7</a>, Pg. 246 I Know</li> </ul>
4. Notices differences in skin color, eyes, hair, language, and culture.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 24 Fingerprints: Same or Different?</li> <li>• <a href="#">Unit 7</a>, Pg. 246 I Know</li> </ul>
<b>STANDARD 2: The child develops the skills necessary for participating in a variety of settings.</b>		
<b>A. States his/her full name, age, and name of parent or guardian.</b>		
1. Knows personal information such as name and age.	<b>Engagement:</b> • Name Writing <a href="#">English</a>   <a href="#">Spanish</a>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li>• <a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> </ul>
2. Names significant family members.	• My Family	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 270 Dramatic Play: Grandma's House</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li>• <a href="#">Unit 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
<b>B. Shows ability to adjust to new situations.</b>		
1. Moves smoothly from one routine to another such as from activity period to cleanup.	• Soup's On!	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
2. Transitions from home to school without extensive or long-lasting anxiety.	Families are provided information about social-emotional learning online in Resources & Activities.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL STUDIES</b>		
<b>PK.1 The student will exhibit traits of good citizenship.</b>		
PK.1.1 Describe the importance of rules and personal responsibilities including working together to make decisions as a member of a family and classroom community.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• <a href="#">Listening Rug Rules</a></li> <li>• Good Playing Rules <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 7</a>, Pg. 178 Fox In a Box</li> </ul>
PK.1.2 Explain the need to respect the uniqueness of individuals in our class and community.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 158 This Belongs to a Friend</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
PK.1.3 Describe the concept of being a citizen.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other’s property as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 158 This Belongs to a Friend</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
PK.1.4 Identify the United States Flag as a symbol of the country.	<ul style="list-style-type: none"> <li>• Sing Around the World: Intro (s)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 48 Flag On the Moon</li> </ul>
<b>PK.2 The student will demonstrate knowledge of basic physical and human geographic concepts.</b>		
PK.2.2 Use basic directional terms in relation to the student’s relative location.	<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>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Right, Left</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li>• <a href="#">Unit 3</a>, Pg. 304 Farmer Mash</li> <li>• <a href="#">Unit 4</a>, Pg. 117 Giraffes Can Dance!</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.2 The student will demonstrate knowledge of basic physical and human geographic concepts <i>continued</i>.</b>		
PK.2.3 Describe a classroom as a community.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 2</a>, Pg. 240 I’m Responsible</li> <li>• <a href="#">Unit 3</a>, Pg. 326 We All Have Jobs</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
PK.2.4 Identify family customs and traditions as basic elements of culture.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• My Family</li> <li>• Soup’s On!</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li>• <a href="#">Unit 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
<b>PK.3 The student will understand that history relates to events and people of other times and places.</b>		
PK.3.1 Explain history as things that happened in the past.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Thomas Edison; The Pizza Book; The Watermelon Seed;</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
PK.3.2 Describe how we honor people and events of the past.	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Jane Goodall</li> </ul>	
PK.3.3 Use words and phrases, such as before and after, as they relate to chronology and time in order to explain how things change.	<ul style="list-style-type: none"> <li>• Books: Marty’s Mixed-up Mom; That’s What I Like: A Book About Seasons</li> <li>• Sequencing Events</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li>• <a href="#">Unit 3</a>, Pg. 304 Farmer Mash</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• <a href="#">Unit 4</a>, Pg. 117 Giraffes Can Dance!</li> </ul>
PK.3.4 Explain that lessons can be learned from the past.	<ul style="list-style-type: none"> <li>• Books: My Super Sticky Sandwich; The Rabbit and the Turtle</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 212 It’s Different, But It’s Good!</li> </ul>

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PK.4 The student will identify basic economic concepts.</b>		
PK.4.1 Identify basic needs all people share.	<ul style="list-style-type: none"> <li>• Books: Everybody Needs to Eat; Mela’s Water Pot; Whatever the Weather</li> <li>• Food From Plants</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 258 Taking Care of Living Things</li> </ul>
PK.4.2 Explain that people work to earn money to buy things they need and want.	<ul style="list-style-type: none"> <li>• Books: Follow the Apple; Bugs For Sale; Fudge For Sale</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 160 Dramatic Play: Restaurant</li> <li>• <a href="#">Unit 3</a>, Pg. 328 We All Have Jobs</li> <li>• <a href="#">Unit 7</a>, Pg. 165 I Choose Carefully</li> </ul>
PK.4.3 Explain how resources are used by people to meet their needs.	<ul style="list-style-type: none"> <li>• Books: Everybody Needs to Eat; Mela’s Water Pot</li> <li>• Food From Plants</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Natural Resources</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 342 The Water Cycle: Part 1</li> <li>• <a href="#">Unit 3</a>, Pg. 346 The Water Cycle: Part 2</li> </ul>
PK.4.4 Describe how various school personnel provide needed services.	<ul style="list-style-type: none"> <li>• Book: Play Ball</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Community Helpers</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 240 I’m Responsible</li> <li>• <a href="#">Unit 3</a>, Pg. 328 We All Have Jobs</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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen)

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

### Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

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

## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](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).