

CURRICULUM *Correlation*



**Correlation content includes a sampling of both Waterford Digital and Teacher Resources.
(including SmartStart Teacher Guides)*

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CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SOCIAL-EMOTIONAL DEVELOPMENT		
Strand — 1.0 Self		
Self-Awareness		
<i>1.1 Self-Identity</i>		
Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family’s practices or their own preferences).	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud; My Reptile Hospital • Perfect Present • Squirrel’s Sketches • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 249 Friendship
<i>1.2 Confidence in Abilities</i>		
Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.		<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can
Emotional Knowledge		
<i>1.3 Understanding Emotions in Self and Others</i>		
Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.	<ul style="list-style-type: none"> • Books: Thump, Bump!; The Noise in the Night • Do I Have To? • It’s Not Fair! • Lost and Found • My Family • Soup’s On! • Broken Lamp • Baby’s Ball 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... <p>Family Resources</p> <ul style="list-style-type: none"> • Emotion Cards English Spanish • Guess How I’m Feeling English Spanish • Panda and Tornado English Spanish

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Regulating Emotions and Behaviors		
<i>1.4 Regulating Emotions, Behaviors, and Stress</i>		
Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.	<ul style="list-style-type: none"> Books: Thump, Bump!; The Noise in the Night Do I Have To? It's Not Fair! Lost and Found My Family Soup's On! Broken Lamp Baby's Ball 	<ul style="list-style-type: none"> Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 35 I Can Calm Down Unit 4, Pg. 26 Journal Prompt: I feel... <p>Family Resources</p> <ul style="list-style-type: none"> Emotion Cards English Spanish Guess How I'm Feeling English Spanish Panda and Tornado English Spanish
<i>1.5 Managing Routines and Transitions</i>		
Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.		<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 20 Reflection and Dismissal
Social Awareness		
<i>1.6 Awareness of Similarities and Differences Across People</i>		
Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.	<ul style="list-style-type: none"> Books: Seeing Fingers; In the Rain; Noise? What Noise?; David Next Door; Moving Day 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
<i>1.7 Understanding Other People's Thoughts, Behaviors, and Experiences</i>		
Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.	<ul style="list-style-type: none"> Books: Seeing Fingers; In the Rain; Noise? What Noise?; David Next Door; Moving Day 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>1.8 Empathy and Caring</i>		
Respond to others’ distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Squirrel’s Blocks • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy
Strand — 2.0 Interactions and Relationships with Adults		
Interactions with Adults		
<i>2.1 Reciprocal Interactions with Adults</i>		
Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? • Do I Have To? • It’s Not Fair! 	<ul style="list-style-type: none"> • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 3, Pg. 329 Thank-you Notes • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 20 May I Help? Game <p>Family Resources</p> <ul style="list-style-type: none"> • Role Play English Spanish • What Would You Do? English Spanish
Attachment		
<i>2.2 Seeking Security and Support</i>		
Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children’s lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	<ul style="list-style-type: none"> • Lost and Found • Squirrel’s Blocks • Lost Dinosaur • Find Me! • It’s Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
<i>2.3 Coping with Departures</i>		
Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal

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Relationships with Adults		
<i>2.4 Relationships with Adults</i>		
Contribute to positive mutual relationships and cooperation with attachment figures (adults in children’s lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults’ feelings, preferences, and well-being.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Strand — 3.0 Interactions and Relationships with Peers		
Interactions with Peers		
<i>3.1 Interacting and Cooperating with Peers</i>		
More actively and intentionally interact and cooperate with peers in daily learning and play activities.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 4, Pg. 84 Working Together <p>Family Resources</p> <ul style="list-style-type: none"> • Good Playing Rules English Spanish
<i>3.2 Conflict Resolution with Peers</i>		
Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers’ needs or to resolve a conflict.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 112 Elephant Invitations • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 74 It’s Okay to Say No • Unit 6, Pg. 107 How to Solve a Problem
Equitable Social Interactions		
<i>3.3 Fairness and Respect</i>		
More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 3, Pg. 346 Journal Prompt: My Job



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CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Relationships with Peers		
<i>3.4 Developing Friendships</i>		
<p>Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts.</p>	<ul style="list-style-type: none"> • Books: Friends; Can We Still Be Friends? • Clubhouse • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 7, Pg. 249 Friendship <p>Family Resources</p> <ul style="list-style-type: none"> • This Belongs to a Friend English Spanish • How to Listen Like a Friend English Spanish
LANGUAGE AND LITERACY-FOUNDATIONAL LANGUAGE DEVELOPMENT		
Strand — 1.0 Listening and Speaking		
Vocabulary		
<i>Foundation 1.1 Understanding and Using Vocabulary</i>		
<p>Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories.</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"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
<i>Foundation 1.2 Understanding and Using Words for Categories</i>		
<p>Understand and use increasingly specific vocabulary to describe categories and the relationships within them.</p>	<p>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"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 108 What Makes an Amphibian?

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<i>Foundation 1.3 Understanding and Using Size and Location Words</i>		
Understand and use increasingly specific words to describe and compare the size and location of objects (such as “longer” and “between”).	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Top, Beside, and Bottom • Above, Below, Next to, On • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities
Grammar		
<i>Foundation 1.4 Using Grammatical Features and Sentence Structure</i>		
Use both common and less common word forms and sentence forms to express complex thoughts and ideas.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 7, Pg. 238 Surfing the Waves
Language Use		
<i>Foundation 1.5 Asking Questions</i>		
Use questions and follow-up questions to seek information and to clarify and confirm understanding.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Ask a Question • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 116 What Is It and Who Has It?
<i>Foundation 1.6 Constructing Narratives</i>		
Use language to construct real or fictional extended narratives that have several details or a plotline.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 85 Storytelling With Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program

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<i>Foundation 1.7 Sharing Explanations and Opinions</i>		
Share detailed descriptions, opinions, and explanations.	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Goopy Mud It's Not Fair! Do I Have To? Perfect Present Soup's On! 	<ul style="list-style-type: none"> Unit 4, Pg. 26 Journal Prompt: I feel... Unit 4, Pg. 74 It's Okay to Say No
<i>Foundation 1.8 Participating in Conversations</i>		
Participate in increasingly long and complex back-and-forth conversations with adults and peers. Respond on topic across several turns in the conversation.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help Unit 6, Pg. 75 Grown-up Manners
Strand: 2.0 Foundational Literacy Skills		
Phonological Awareness*		
<i>Foundation 2.1 Isolating Initial Sounds</i>		
Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound 	<ul style="list-style-type: none"> Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)
<i>Foundation 2.2 Recognizing and Blending Sounds</i>		
When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects.	<ul style="list-style-type: none"> Syllable Syllable Safari Blend Spoken Syllables 	<ul style="list-style-type: none"> Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/
<i>v2.3 Participating in Rhyming and Wordplay</i>		
Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words.	<ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words Sing a Rhyme Songs/Books (See titles at end of document)	<ul style="list-style-type: none"> Unit 1, Pg. 51 Fancy Rhyming Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination

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Alphabetics and Print		
<i>Foundation 2.4 Identifying Letters</i>		
<p>Match many letter names to their printed form. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match most (about 15 to 20) uppercase letter names and approximately half (about 12 to 16) of the lowercase letter names to their printed form.</p>	<ul style="list-style-type: none"> • ABC Song • Letter Pictures • Name That Letter • Hidden Letters • Name Game • Letter Checker • Find the Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
<i>Foundation 2.5 Learning Letter-Sound Correspondence</i>		
<p>Accurately identify or produce sounds associated with several letters or common characters with adult support. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, accurately identify or produce sounds associated with about half of the letters.</p>	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Name That Letter Sound • Sound Room 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/ • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/
Concepts About Print		
<i>Foundation 2.6 Understanding the Concept of Print</i>		
<p>Identify the meaning of a few instances of familiar print in the environment.</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Words in Your World 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 148 Ten Little Goldfish • Unit 4, Pg. 34 Listening Activity: Rhyme Review

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<i>Foundation 2.7 Understanding Print Conventions</i>		
Display increasingly sophisticated bookhandling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print.	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"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 46 the Apple Tree: Discuss the Story
Strand 3.0 – Reading		
Literacy Interest and Response		
<i>Foundation 3.1 Demonstrating Interest in Literacy Activities</i>		
Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 148 Ten Little Goldfish • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 318 Growing Into A Good Audience
Comprehension and Analysis of Age-Appropriate Text		
<i>Foundation 3.2 Understanding Stories</i>		
Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked.	<ul style="list-style-type: none"> • Compare Characters • Describe Characters • Peek at the Story • Sum Up: Remember Order • Sum Up: Five Ws • Find an Answer 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 148 Ten Little Goldfish • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
<i>Foundation 3.3 Understanding Informational Text</i>		
Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.	<ul style="list-style-type: none"> • Informational Books • Ask a Question • Compare Characters • Describe Characters • Connect to Me (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 5, Pg. 208: Compare and Contrast: Insect and Spider Numbers

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Strand 4.0 — Writing		
Writing Skills		
<i>Foundation 4.1 Developing Fine Motor Skills in Writing</i>		
Adjust grasp and body position for increased control in drawing and writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Pencil Grip
Writing as Communication		
<i>Foundation 4.2 Writing to Represent Sounds</i>		
Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words • Introduction, Pg. 17 Writing Center • Unit 6, Pg. 90 Thank you Notes for the Storytellers • Journal Activities • Capital Letter Introductions • Lowercase Letter Introductions
<i>Foundation 4.3 Dictating Thoughts and Ideas to Be Conveyed in Writing</i>		
Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures • Print Concepts 	<ul style="list-style-type: none"> • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words • Journal Activities • Introduction, Pg. 17 Writing Center
<i>Foundation 4.4 Writing to Represent Words or Ideas</i>		
Write a few recognizable letters or characters to represent words or ideas.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words • Introduction, Pg. 17 Writing Center • Journal Activities • Capital Letter Introductions • Lowercase Letter Introductions
<i>Foundation 4.5 Writing Own Name</i>		
Write own name nearly correctly.	<ul style="list-style-type: none"> • Letter Trace • Name Game 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 3, Pg. 329 Thank-you Notes

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LANGUAGE AND LITERACY-ENGLISH LANGUAGE DEVELOPMENT		
Strand — 1.0 Listening and Speaking		
Vocabulary		
<i>Foundation 1.1 Understanding Words</i>		
<p>Demonstrate understanding of a larger set of words in English (for example, objects and actions, personal pronouns, possessives, and descriptive terms) in interactions with adults and peers.</p>	<ul style="list-style-type: none"> • Songs: Nouns; Verbs; Adjectives Describe; Pronouns; Position Cat; Monster Trucks; Get Over the Bugs • Book: Up in the Air • Nouns • Verbs • Adjectives • First, Middle, Last • Top, Beside, and Bottom • Inside, Outside, Between • Over, Under, and Through • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next to, On • Unit 5, Pg. 232 Here, Kitty, Kitty: Position Words and Letter Sound /k/ • Unit 5, Pg. 242 Long Lewie: Position Words and Letter Sound /l/
<i>Foundation 1.2. Using Words</i>		
<p>Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies.</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"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 20 Reflection and Dismissal • Unit 4, Pg. 106 How to Meet New People
Grammar		
<i>Foundation 1.3 Using Grammatical Features</i>		
<p>Broaden the use of English grammatical rules, such as irregular plurals or simple past tense verbs, sometimes with inaccuracies.</p>	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Nouns; More Than One; Verbs; It Happened Yesterday; Pronouns • Sentences • Nouns • Plural Nouns • Verbs • Past Tense Verbs • Pronouns 	<ul style="list-style-type: none"> • Unit 1, Pg. 136 Fine Someone Who Has... • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 178 Power I • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.4 Using Complex Sentence Structures</i>		
Use a variety of English grammatical forms, with some inaccuracies, to produce many different types of sentence structures. Grammatical forms can include adding appropriate possessive pronouns (for example, your, my); conjunctions (for example, and, or); and other elements (for example, adjectives, adverbs.)	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 7, Pg. 238 Surfing the Waves
Language Use		
<i>Foundation 1.5 Communicating Needs</i>		
Show increasing reliance on verbal communication in English to be understood by English speakers.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 9 Classroom Bear • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 2, Pg. 254 Polly Put the Kettle On
<i>Foundation 1.6 Understanding Requests and Directions</i>		
Follow directions that involve more than one step, relying less on contextual clues.	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 110 Plan, Do, Review
<i>Foundation 1.7 Asking Questions</i>		
Use “who,” “what,” “why,” “how,” “when,” and “where” to produce questions in many forms to ask about a variety of topics in English.	<ul style="list-style-type: none"> • Book: Who Is at the Door? • Sum Up: Five Ws • Ask a Question • Science Investigation 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink?
<i>Foundation 1.8 Constructing Narratives</i>		
Construct real or fictional narratives by stringing together sentences with varied structures in English.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 85 Storytelling With Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.9 Sharing Explanations and Opinions</i>		
Use varied sentence structures to share descriptions, opinions, and explanations.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 134 Texture Sort • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 338 Sort It Out
<i>Foundation 1.10 Participating in Conversations</i>		
Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners
Strand — 2.0 Foundational Literacy Skills		
Phonological Awareness		
<i>Foundation 2.1 Recognizing and Segmenting Sounds</i>		
Isolate and pronounce the first sound of a word in English, with adult support or the support of pictures or objects.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)
<i>Foundation 2.2 Recognizing and Blending Sounds</i>		
When presented with syllables and individual sounds, blend them into English words in speech, with adult support or the support of pictures or objects.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Blended Spoken Syllable 	<ul style="list-style-type: none"> • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/



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<i>Foundation 2.3 Participating in Rhyming and Wordplay</i>		
Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document) 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am III: Rhyme Discrimination
Alphabetics and Print		
<i>Foundation 2.4 Recognizing and Identifying Letters</i>		
Accurately identify many uppercase and some lowercase letters of the alphabet in English.	<ul style="list-style-type: none"> • ABC Song • Letter Pictures • Name That Letter • Hidden Letters • Name Game • Letter Checker • Find the Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
<i>Foundation 2.5 Learning Letter-Sound Correspondence</i>		
Accurately identify or produce the sounds of a few letters of the English alphabet (about 5-10), with adult support.	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Name That Letter Sound • Sound Room 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/ • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Concepts About Print		
<i>Foundation 2.6 Understanding the Concept of Print</i>		
Demonstrate awareness of English print as something that can be read and has specific meaning.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
<i>Foundation 2.7 Understanding Print Conventions</i>		
Demonstrate understanding that print in English is organized from left to right, top to bottom and that pages are turned from right to left when a book is read.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Strand 3.0 — Reading		
Literacy Interest and Response		
<i>Foundation 3.1 Demonstrating Interest in Literacy Activities</i>		
Demonstrate interest in and engagement with English language literacy activities with increasing independence.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 14 Reading with Preschool Children • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 31 Bunny Cakes • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 3, Pg. 270 Dramatic Play: Grandma’s House • Unit 5, Pg. 230 Dramatic Play: Library • Unit 6, Pg. 85 Storytelling With Instruments • Unit 6, Pg. 89 Storytelling Festival
<i>Foundation 3.2 Participating in Read-Aloud Activities</i>		
Engage in read-aloud activities with English language books and communicate about the content of the books.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 31 Bunny Cakes • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 5, Pg. 230 Dramatic Play: Library

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Comprehension and Analysis of Age-Appropriate Text		
<i>Foundation 3.3 Understanding Stories</i>		
<p>Demonstrate understanding of major characters and events in an English-language story, including details that are conveyed only through the words of the story, after experiencing it for the first time.</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 14 Reading with Preschool Children • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 31 Bunny Cakes • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 3, Pg. 270 Dramatic Play: Grandma’s House • Unit 5, Pg. 230 Dramatic Play: Library • Unit 6, Pg. 85 Storytelling With Instruments • Unit 6, Pg. 89 Storytelling Festival
<i>Foundation 3.3 Understanding Informational Text</i>		
<p>Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it for the first time. Ways the child may demonstrate understanding include asking or answering questions</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Compare Characters • Describe Characters • Connect to Me 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 5, Pg. 208: Compare and Contrast: Insect and Spider Numbers
Strand 4.0 — Writing		
Writing Skills		
Writing as Communication		
<i>Foundation 4.1 Writing to Represent Words or Ideas</i>		
<p>Write a few recognizable letters to represent words and ideas in English independently.</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words • Introduction, Pg. 17 Writing Center • Journal Activities • Capital Letter Introductions • Lowercase Letter Introductions

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 4.2 Writing Own Name</i>		
Write their first name independently in the English alphabet nearly correctly.	<ul style="list-style-type: none"> • Letter Trace • Name Game 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 3, Pg. 329 Thank-you Notes
MATHEMATICS		
Strand 1.0 — Counting and Cardinality		
Counting Principles		
<i>Foundation 1.1 Reciting Numbers</i>		
Recite numbers in order from one to thirty with no more than a few errors. Count forward from a number other than one.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Instruction • Order Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance
<i>Foundation 1.2 One-to-One Correspondence</i>		
Count ten objects or more using one-to-one correspondence (one object for each number word).	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 1, Pg 23 Counting and Attendance • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 200 Counting in a Circle
<i>Foundation 1.3 Cardinality</i>		
Consistently demonstrate understanding when counting that the number name of the last object counted represents the total number of objects in the group.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Counting and Attendance • Introduce and Count Number Activities • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 200 Counting in a Circle
Recognizing Quantities		
<i>Foundation 1.4 Subitize</i>		
Identify without counting the number of objects in a collection of one to five objects.	<ul style="list-style-type: none"> • Moving Target (Dots) • Make and Count Groups • Match Numbers 	<ul style="list-style-type: none"> • Subitizing Cards • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Numerals Recognition		
<i>Foundation 1.5 Numeral Recognition</i>		
Recognize and name all written numerals through 10.	<ul style="list-style-type: none"> • Math Books • Number Instruction • Number Practice • Match Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Numeral Cards
Number Relationships		
<i>Foundation 1.6 Number Comparison</i>		
Compare two groups of objects by counting and communicating, “more,” “same,” “less,” or “fewer.”	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 60 Turn and Talk Matching • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division
Strand: 2.0 – Operations and Algebraic Thinking		
Number Operations		
<i>Foundation 2.1 Principles of Addition and Subtraction</i>		
Demonstrate understanding that adding one or taking away one object changes the number in a small group of objects by exactly one.	<ul style="list-style-type: none"> • Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 272 What Comes Next? • Unit 3, Pg. 280 Counting Backwards • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
<i>Foundation 2.2 Number Composition and Decomposition</i>		
Decompose a set of objects into two small sets in more than one way (for example, decompose 5 into sets of 3 and 2, or 1 and 4). Combine two small sets to create a larger set (for example, 3 and 2 to make a set of 5).	<ul style="list-style-type: none"> • Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 247 How Many are Hiding?

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 2.3 Solving Addition and Subtraction Problems</i>		
Solve addition and subtraction problems with a larger number of objects (sums up to 10) in the context of everyday situations.	<ul style="list-style-type: none"> • Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More • Unit 7, Pg. 247 How Many are Hiding?
<i>Foundation 2.4 Sharing Objects (Division)</i>		
Share a slightly larger number of objects equally between two or more recipients (for example, nine objects among three recipients).	<ul style="list-style-type: none"> • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 6, Pg.121 Problem Solving: Fair Division
Classifying and Patterning		
<i>Foundation 2.5 Sorting and Classifying</i>		
Sort and classify objects by one or more attributes into two or more groups with accuracy and flexibility. When sorting by two attributes, a child may first sort by one attribute and then by the second attribute.	<ul style="list-style-type: none"> • Song: All Sort of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 330 Circle Party • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 3, Pg. 375 Shape Hunt
<i>Foundation 2.6 Recognizing, Duplicating, and Extending Patterns</i>		
Explore, extend, and duplicate a variety of repeating patterns (for example, AABBAABB, ABCABC) with adult support. Describe the repeating part of a pattern (pattern unit).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
<i>Foundation 2.7 Creating Patterns</i>		
Create a variety of repeating patterns (for example, AABBAABB, ABCABC) or recreate existing patterns using different objects.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns

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Strand: 3.0 — Measurement and Data		
Comparing and Ordering Objects		
<i>Foundation 3.1 Comparing Measurable Attributes of Objects</i>		
Compare two objects by length, weight, or capacity (for example, putting objects side by side) and communicate about their comparison.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Nonstandard Units of Length • Capacity • Weight • Heavy and Light • Big and Little • Tall and Short 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
<i>Foundation 3.2 Ordering Objects</i>		
Order a slightly larger number of objects (for example, four or five) by length or other attributes (for example, height, capacity).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Order Size • Heavy and Light • Big and Little • Tall and Short 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 7, Pg. 147 Charting Weight
<i>Foundation 3.3 Measuring Length</i>		
Measure length using concrete objects laid end to end, sometimes needing adult support. Note: Children may not yet understand that units need to be of equal length.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Nonstandard Units of Length 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length
Data		
<i>Foundation 3.4 Representing Data</i>		
Use objects, tally marks, or pictographs to represent data in two or more groups. Demonstrate understanding that each object, tally mark, or picture represents one data point.	<ul style="list-style-type: none"> • Song: Graphing • Weather • Calendar/Graph Weather • Picture Graphs • Bar Graphs • Tally Marks 	<ul style="list-style-type: none"> • Our Favorite Foods • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 147 Charting Weight

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<i>Foundation 3.5 Interpreting Data</i>		
Describe and compare, with adult support, the number of data points in two or more groups. Determine which group has more or less.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Picture Graphs • Bar Graphs 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 209 Exploring Volume
Strand: 4.0 — Geometry and Spatial Thinking		
Shapes		
<i>Foundation 4.1 Identifying Two-Dimensional Shapes</i>		
Identify, describe, and construct different shapes including variations of circle, square, triangle, rectangle, and other shapes. Use informal language to describe defining properties of a shape (for example, sides, corners, round).	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles & Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 320 Circles • Unit 3, Pg. 330 Circle Party • Unit 3, Pg. 349 Making Shapes • Unit 3, Pg. 358 Fancy Shapes • Unit 3, Pg. 375 Shape Hunt
<i>Foundation 4.2 Identifying Three-Dimensional Shapes</i>		
Identify a few familiar three-dimensional shapes such as sphere, cube, and cylinder. Note: Sometimes still use informal names (for example, ball, square box, tube).	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid?
<i>Foundation 4.3 Comparing Two-Dimensional Shapes</i>		
Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape. Identify similarities and differences in the properties (number of sides or vertices) of two different shapes.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry ;Marmot Shapes; Shapes, Shapes, Shapes; Kites • Book: Buttons, Buttons • Sort • Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 358 Fancy Shapes • Unit 3, Pg. 375 Shape Hunt



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<i>Foundation 4.4 Composing Shapes</i>		
Combine different two- or three dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles & Squares • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 330 Circle Party • Unit 3, Pg. 367 Shapes Mural
Spatial Thinking		
<i>Foundation 4.5 Positions and Directions in Space</i>		
Identify positions of objects and people in space including in/on, under/over, up/down, inside/outside, near/far, next to, beside/between, and in front of/behind.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Top, Beside, and Bottom • Above, Below, Next to, On • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
<i>Foundation 4.6 Mental Rotation</i>		
Rotate, flip, or slide objects to solve a problem without relying as much on physical trial and error (for example, rotate an object before fitting it into a hole).	<ul style="list-style-type: none"> • Puzzle Game 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center
VISUAL AND PERFORMING ARTS		
Strand : 1.0 – Visual Art		
Notice, Respond, and Engage		
<i>Foundation 1.1 Attending to and Engaging in Visual Arts</i>		
Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 1, Pg. 38 Eric Carle Paintings • Unit 2, Pg. 247 Clay Portraits • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.2 Communicating About Art Forms and Elements</i>		
<p>Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork.</p>	<ul style="list-style-type: none"> • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 1, Pg. 38 Eric Carle Paintings • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 368 Shades of Paint • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk
Develop Skills in Visual Art		
<i>Foundation 1.3 Drawing or Painting Lines and Curves</i>		
<p>Use straight and curved marks and lines, circles, and other shapes with increased precision and detail to create drawings or paintings of people, animals, or other objects that are mostly recognizable.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Journal Activities • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk
<i>Foundation 1.4 Working with Dough or Clay</i>		
<p>Make representational forms that are mostly recognizable out of play dough or clay using their hands or simple tools.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 247 Clay Portraits • Unit 1, & 3, Pg. 83 & 373 Play Dough Recipe • Unit 2, Pg. 247 Clay Portraits
<i>Foundation 1.5 Using Visual Arts Materials</i>		
<p>Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 372 Seed Mosaics • Unit 4, Pg. 121 Frog or Toad?
<i>Foundation 1.6 Communicating Visual Arts Terms</i>		
<p>Recognize and name a greater variety of materials and tools used for visual arts with increased accuracy.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Art Activities • Unit 1, Pg. 38 Eric Carle Paintings • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk



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CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.7 Demonstrating Motor Control</i>		
Demonstrate coordination and increased motor control when working with visual arts tools.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Art Activities • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 3, Pg. 314 Cutting Shapes • Unit 7, Pg. 141 Tool Workshop
<i>Foundation 1.8 Mixing and Blending Colors</i>		
Intentionally mix and blend colors to achieve different colors and shades.		<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
Create, Invent, or Express Through Visual Art		
<i>Foundation 1.9 Creating Two-Dimensional and Three-Dimensional Representations</i>		
Create two-dimensional and three dimensional pieces of visual art that often include a combination of objects, figures, and people to illustrate a story or scene, sometimes naming the artworks.		<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
<i>Foundation 1.10 Intensity and Mood</i>		
Use intensity of marks and colors more frequently to express a feeling or mood and explain their choice.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 7, Pg. 139 Painting My Feelings
Strand: 2.0 — Music		
Notice, Respond to, or Engage in Music		
<i>Foundation 2.1 Attending to and Engaging in Music</i>		
Demonstrate increased attention to and engagement with a wider variety of sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.	<ul style="list-style-type: none"> • Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Dramatic Play Center • Music Activities • Dance Activities

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 2.2 Responding to Music with Body Movements</i>		
Use body movement that more closely responds to the beat, dynamics (louds and softs), and tempo (speed) of music by themselves or with others.	<ul style="list-style-type: none"> • Song: Sound • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 2, Pg. 233 Mambo Moves • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 3, Pg. 365 Animal Beat <p>Family Resources:</p> <ul style="list-style-type: none"> • Hi! Notes English Spanish
Develop Skills in Music		
<i>Foundation 2.3 Recognizing Sounds and Vibrations</i>		
Notice and communicate differences between a larger array of vocal, instrumental, and environmental sounds and vibrations with increased accuracy.	<ul style="list-style-type: none"> • Song: Sound • Books: What Sounds Say; Movin’ to the Music Time 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop
<i>Foundation 2.4 Exploring Vocal Expression and Instruments</i>		
Expand vocal and instrumental exploration; sing patterns, chants, and entire songs alone or with others in varying pitches (highs and lows), dynamics (louds and softs), moods, and intensities.	<ul style="list-style-type: none"> • Song: Sound • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 120 Listen to the Beat • Unit 3, Pg. 283 High and Low • Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble • Unit 5, Pg. 183 Flight of the Bumblebee
<i>Foundation 2.5 Exploring Beat and Rhythmic Awareness</i>		
Increase complexity and accuracy in tapping various beats and rhythms with their hands, feet, and instruments or other percussive tools.	<ul style="list-style-type: none"> • Song: Sound • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 120 Listen to the Beat • Unit 3, Pg. 283 High and Low • Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble • Unit 5, Pg. 183 Flight of the Bumblebee

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 2.6 Communicating Music Terms</i>		
Recognize and name a wider range of instruments and specific qualities of music, such as pitch (high or low), mood, tempo (speed), and dynamics (louds and softs).	<ul style="list-style-type: none"> • Song: Sound • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 120 Listen to the Beat • Unit 3, Pg. 283 High and Low • Unit 3, Pg. 369 Where Is Thumbkin: Find the Marble • Unit 5, Pg. 183 Flight of the Bumblebee
Create, Invent, or Express Through Music		
<i>Foundation 2.7 Producing or Improvising Melodies and Rhythms</i>		
Use vocal skills, instruments, and other tools to produce or improvise on melodies, chants, or songs using more complex rhythms and tones, by themselves or with others.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 4, Pg. 57 Self-Control Instruments
Strand: 3.0 — Drama		
Notice, Respond to, or Engage in Drama		
<i>Foundation 3.1 Engaging in Drama</i>		
Engage in extended and flexible pretend play scenarios, by themselves or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.	<ul style="list-style-type: none"> • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish
<i>Foundation 3.2 Understanding Plot</i>		
Demonstrate knowledge of the extended plot and conflict of a participatory drama.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Develop Skills in Drama		
<i>Foundation 3.3 Showing Emotions</i>		
Use gestures, expressions, and movements to intentionally show a wider range of emotions.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish
<i>Foundation 3.4 Acting Out Prompts or Scripts</i>		
Participate in acting out longer or more detailed prompts or scripts by themselves or with others (such as by following instructions or taking turns).	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish
<i>Foundation 3.5 Engaging in Role-Play</i>		
Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish
<i>Foundation 3.6 Vocal Projection</i>		
Project their voice with increased clarity using a range of dynamics (louds and softs).	<ul style="list-style-type: none"> • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 3.7 Communicating Drama Terms</i>		
Demonstrate a broader understanding of terms and elements related to drama and an increased ability to communicate the terms.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish
Create, Invent, or Express Through Drama		
<i>Foundation 3.8 Using Props or Costumes</i>		
Intentionally use a variety of props, costumes, or scenery to enhance the dramatization of familiar stories and fantasy play by themselves or with others.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish
<i>Foundation 3.9 Creating Scripts</i>		
Intentionally create longer and more detailed scripts and stories, acting them out by themselves or with others, with or without adult support.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 230 Dramatic Play Library • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 216 Digital Program <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Strand: 4.0 — Dance		
Notice, Respond to, or Engage in Dance		
<i>Foundation 4.1 Attending to and Engaging in Dance</i>		
<p>Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.</p>	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 103 Instrument Chairs • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 2, Pg. 251 Body Moves • Unit 3, Pg. 365 Animal Beat • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space <p>Family Resources:</p> <ul style="list-style-type: none"> • Hi! Notes English Spanish
Develop Skills in Dance		
<i>Foundation 4.2 Spatial Awareness and Coordination</i>		
<p>Demonstrate increased awareness of self and others and coordination of movement in dance or when moving in space.</p>	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 7, Pg. 187 Pathways In Space <p>Family Resource:</p> <ul style="list-style-type: none"> • Personal Space Circle English Spanish
<i>Foundation 4.3 Responding to Tempo</i>		
<p>Respond to tempo (speed) and timing through movement with increased accuracy and skill.</p>	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 233 Mambo Moves • Unit 2, Pg. 251 Body Moves • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 5, Pg. 151 Dinosaur Stomp • Unit 5, Pg. 183 Flight of the Bumblebee

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 4.4 Learning Basic Dance Skills</i>		
Respond to the instruction of more than one skill at a time in movement (such as turning, leaping, and turning again).	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 2, Pg. 175 Dancing with Props • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways In Space <p>Family Resources:</p> <ul style="list-style-type: none"> • Hi! Notes English Spanish
<i>Foundation 4.5 Communicating Dance Terms</i>		
Demonstrate a broader understanding of terms and elements related to dance (such as steps, tempo [speed], or types of dances) and an increased ability to communicate the terms.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 233 Mambo Moves • Unit 5, Pg. 183 Flight of the Bumblebee
Create, Invent, or Express Through Dance		
<i>Foundation 4.6 Representation Through Dance</i>		
Use music and movement patterns to act out and dramatize with increased skill.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 2, Pg. 233 Mambo Moves • Unit 2, Pg. 251 Body Moves • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 5, Pg. 151 Dinosaur Stomp • Unit 5, Pg. 183 Flight of the Bumblebee <p>Family Resources:</p> <ul style="list-style-type: none"> • Hi! Notes English Spanish
<i>Foundation 4.7 Inventing and Improvising Dance</i>		
Invent and recreate dance movements or improvise dances by themselves or with others. Often initiate a sequence of movements or steps.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 233 Mambo Moves • Unit 2, Pg. 251 Body Moves • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 5, Pg. 151 Dinosaur Stomp • Unit 5, Pg. 183 Flight of the Bumblebee

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 4.8 Communicating Feelings Through Dance</i>		
Communicate more complex feelings spontaneously and intentionally through dance and movement by themselves or with others.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 233 Mambo Moves • Unit 2, Pg. 251 Body Moves • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 5, Pg. 151 Dinosaur Stomp • Unit 5, Pg. 183 Flight of the Bumblebee
PHYSICAL DEVELOPMENT		
Strand: 1.0 — Fundamental Movement Skills		
Balance		
<i>Foundation 1.1 Balancing While Still</i>		
Show increased balance and control when holding still.		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 142 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 7, Pg. 238 Surfing the Waves
<i>Foundation 1.2 Balancing in Motion</i>		
Show increased balance control while moving in different directions and when transitioning from one movement or position to another.		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 142 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 7, Pg. 238 Surfing the Waves
Locomotor Skills		
<i>Foundation 1.3 Walking with Balance</i>		
Walk with balance and swing their arms opposite their legs (for example, step with the right foot, swing their left arm forward). Exhibit narrower space between feet while walking.		<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 143 Builders and Bulldozers • Unit 4, Pg. 142 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus S

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.4 Running</i>		
Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently.		<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!
<i>Foundation 1.5 Jumping</i>		
Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping.	<ul style="list-style-type: none"> • Book: Jump Rope Rhymes 	<ul style="list-style-type: none"> • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
<i>Foundation 1.6 Varied Locomotor Skills</i>		
Demonstrate increased ability in performing locomotor skills that build on (and go beyond) walking and running, including engagement in hopping, galloping, skipping, side-sliding, and leaping.		<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!
Manipulative Skills		
<i>Foundation 1.7 Gross Motor Manipulative Skills</i>		
Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.8 Fine Motor Manipulative Skills</i>		
Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Introduction, Pg. 16 Sensory Table • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 3, Pg. 314 Cutting Shapes • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 7, Pg. 141 Tool Workshop
<i>Foundation 1.9 Hand Preference</i>		
Demonstrate a consistent preference for using one hand more often than the other within and across different tasks.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Introduction, Pg. 16 Sensory Table • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 3, Pg. 314 Cutting Shapes • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 7, Pg. 141 Tool Workshop
Strand: 2.0 — Perceptual-Motor Skills and Movement Concepts		
Body Awareness		
<i>Foundation 2.1 Knowledge of Body Parts</i>		
Demonstrate knowledge of more and a greater variety of body parts.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Body Parts • Parts of the Face 	<ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 246 I Touch My Nose Like This • Unit 2, Pg. 251 Body Moves • Unit 4, Pg. 6 Dramatic Play: Radiologist’s Office • Unit 6, Pg. 4 My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 45 My Brain Is Always Growing • Body Apron Pattern • Body Parts Cards <p>Family Resources:</p> <ul style="list-style-type: none"> • Naming the Parts of the Body English Spanish



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Spatial Awareness		
<i>Foundation 2.2 Spatial Awareness</i>		
Use their own body, general space, and other people’s space when locating or relating to other people or objects in their immediate environment.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 143 Builders and Bulldozers • Unit 2, Pg. 169 Personal Space Circle • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways In Space <p>Family Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle English Spanish
Directional Awareness		
<i>Foundation 2.3 Directional Understanding</i>		
Understand and distinguish between the sides of the body (without necessarily understanding right and left).	<ul style="list-style-type: none"> • Right, Left 	<ul style="list-style-type: none"> • Dance and Movement Activities
<i>Foundation 2.4 Directional Movement</i>		
Change directions, moving forward and backward, side to side, or up and down, quickly and with more accuracy.	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 143 Builders and Bulldozers • Unit 7, Pg. 178 Fox in a Box
<i>Foundation 2.5 Object Locations</i>		
Demonstrate an ability to place an object or their own body in front of, to the side of, or behind something else with accuracy.	<ul style="list-style-type: none"> • Song: Position Cat • Above, Below, Next to, On • Top, Beside, and Bottom 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On <p>Family Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle English Spanish
Strand: 3.0 — Active Physical Play		
Active Participation		
<i>Foundation 3.1 Physical Activity</i>		
Initiate more complex physical activities for a sustained period of time.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!

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Cardiovascular Endurance		
<i>Foundation 3.2 Cardiovascular Endurance</i>		
Engage in sustained active play of increasing intensity that involves the heart, lungs, and vascular system.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!
Muscular Strength, Muscular Endurance, and Flexibility		
<i>Foundation 3.3 Strength, Endurance, and Flexibility</i>		
Engage in increased active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop! • Unit 7, Pg. 238 Surfing the Waves
HEALTH		
Strand: 1.0 – Understanding Health and Wellness		
Body and Health Awareness		
<i>Foundation 1.1 Identifying and Naming Body Parts</i>		
Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions.		<ul style="list-style-type: none"> • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 6, Pg. 4 My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 27 Digesting Food • Unit 6, Pg. 45 My Brain Is Always Growing <p>Family Resources:</p> <ul style="list-style-type: none"> • Body Apron Pattern English
<i>Foundation 1.2 Communicating About Health Needs</i>		
Consistently communicate to an adult about feeling uncomfortable, not feeling well, or a special health need and can identify a solution.		<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • Unit 4, Pg. 26 Journal Prompt: I feel...

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.3 Understanding the Role of Health Care Providers</i>		
Communicate more specific knowledge on how health care providers keep people well and help them when they are not well.		<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • Unit 4, Pg. 26 Journal Prompt: I feel...
Body and Safety Boundaries		
<i>Foundation 1.4 Recognizing and Communicating About Body Boundaries</i>		
Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries.	<ul style="list-style-type: none"> • Lost and Found • Squirrel's Blocks • Lost Dinosaur • Find Me! • It's Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Nutrition		
<i>Foundation 1.5 Identifying Foods</i>		
Identify a larger variety of foods and know some of the related food groups.	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating <p>Family Resources</p> <ul style="list-style-type: none"> • My Healthy Plate English Spanish • Food Pictures (Healthy Eating) English Spanish
<i>Foundation 1.6 Communicating Fullness and Hunger</i>		
Communicate more consistently their fullness and hunger to an adult. Anticipate mealtime routines and wait a little longer for a meal.	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 1, Pg. 60 Snack • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 205 Healthy Eating

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.7 Understanding a Variety of Foods</i>		
<p>Demonstrate an understanding that eating a variety of food helps the body grow and feel good. Choose from a greater variety of foods at mealtimes, including familial and cultural foods.</p>	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 60 Snack • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating <p>Family Resources</p> <ul style="list-style-type: none"> • My Healthy Plate English Spanish • Food Pictures (Healthy Eating) English Spanish
Physical Activity		
<i>Foundation 1.8 Recognizing the Body's Response to Physical Activity</i>		
<p>Recognize, with less or limited adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and demonstrate an emerging understanding that being active is healthy. More consistently and with less adult support indicate the need to be physically active outdoors or indoors.</p>	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop! • Unit 7, Pg. 238 Surfing the Waves
Sleep		
<i>Foundation 1.9 Recognizing and Indicating When Tired</i>		
<p>Indicate when they are tired with a range of behaviors and demonstrate an emerging ability to understand that sleep and rest are part of keeping their bodies healthy. Follow sleep and rest routines more consistently.</p>	<ul style="list-style-type: none"> • Song: Health • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 6, Pg. 118 Come Rest Awhile

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Strand: 2.0 — Health and Safety Habits		
Basic Hygiene		
<i>Foundation 2.1 Handwashing</i>		
Demonstrate knowledge of most or all steps in the handwashing routine.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) <p>Family Resources</p> <ul style="list-style-type: none"> • Hand Washing Rebus English Spanish
<i>Foundation 2.2 Preventing Infectious Diseases</i>		
Practice health habits that prevent infectious diseases and infestations (for example, lice) with limited adult instruction and modeling.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs Prevent Illness 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 79 Bath Time <p>Family Resources</p> <ul style="list-style-type: none"> • Hand Washing Rebus English Spanish
Oral Health		
<i>Foundation 2.3 Toothbrushing</i>		
Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction.	<ul style="list-style-type: none"> • Song: Health • Teeth 	<ul style="list-style-type: none"> • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!
Sun Safety		
<i>Foundation 2.4 Practicing Sun Safety</i>		
Practice sun-safe actions (for example, wearing sunscreen, drinking water).	<ul style="list-style-type: none"> • Song: Sun Blues • Sun 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 287 Sun Safe Song



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Injury Prevention		
<i>Foundation 2.5 Following Safety Rules</i>		
Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with less adult support and guidance.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 2, Pg. 165 Safe Smelling • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 231 Water Safety
<i>Foundation 2.6 Following Emergency Routines</i>		
Demonstrate increased independent ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with some adult guidance.		<ul style="list-style-type: none"> • Unit 3, Pg. 334 Call for Help • Unit 3, Pg. 337 Emergency! • Unit 3, Pg. 373 Trusted Adults <p>Family Resources</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids English Spanish • Telephones English Spanish • Fire Safety Activities for Kids English Spanish
<i>Foundation 2.7 Following Transportation and Pedestrian Safety Rules</i>		
Show increased ability to follow and understand transportation and pedestrian safety rules with adult support and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).		<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 5, Pg. 246 Library Field Trip
HISTORY—SOCIAL SCIENCE		
Strand: 1.0 — Social Inquiry Skills		
Asking Questions and Using Evidence		
<i>Foundation 1.1 Making Observations and Asking Questions</i>		
Make more detailed observations and ask adults and peers more specific questions (why, how) about the social world (people, places, institutions).	<ul style="list-style-type: none"> • Books: What Is a Cloud?; What Is in the Egg? • Find an Answer • Build knowledge 	<ul style="list-style-type: none"> • Story Time Activities • Unit 6, Pg. 89 Storytelling Festival



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CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.2 Gathering and Using Evidence</i>		
Gather information during extended inquiries, with adult support, from a greater variety of resources (such as informational books, magazines, media, and community members) to generate answers related to questions of interest about the social world (people, places, institutions).	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 116 What Is It and Who Has It?
Communicating Ideas About the Social World		
<i>Foundation 1.3 Creating Representations</i>		
Create more detailed representations (for example, drawings, three-dimensional models, embodied action, or stories) to deepen and share their understanding of the social world (people, places, institutions), with adult support.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
Strand: 2.0 — Self and Social Systems		
Self-Identity and Society		
<i>Foundation 2.1 Self-Identity</i>		
Show greater awareness and understanding of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Introduction, Pg. 21 Supporting Dual Language Learners • Unit 2, Pg. 246 I Touch My Nose Like This • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 286 Grandmas: Same and Different
<i>Foundation 2.2 Membership in Communities</i>		
Exhibit awareness of their membership in varied communities, including communities with whom they interact occasionally (for example, sports team, extended family, faith community).	<ul style="list-style-type: none"> • My Family • Come Inside • Clubhouse • Soup’s On • The Picnic 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 3, Pg. 288 Journals: My Family

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 2.3 Awareness of Social Roles</i>		
Exhibit awareness of broader social roles beyond the everyday social roles they typically encounter.	<ul style="list-style-type: none"> Books: Play Ball; Follow the Apples 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 1, Pg. 133 Farmer in the Dell: Word Mixup Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 326 We All Have Jobs <p>Family Resources</p> <ul style="list-style-type: none"> Community Helpers English Spanish
Culture, Difference, and Diversity		
<i>Foundation 2.4 Exploring Cultural Communities</i>		
Explore characteristics, practices, and traditions of cultural groups (for example, racial, ethnic, religious, linguistic, ability) beyond their own cultural communities, with adult support.	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Introduction, Pg. 21 Supporting Dual Language Learners Unit 2, Pg. 246 I Touch My Nose Like This Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 286 Grandmas: Same and Different
<i>Foundation 2.5 Exploring Similarities and Differences</i>		
Identify and name similarities and differences among people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability), as well as people they are exposed to through learning materials, media, and daily interactions, with adult prompting.	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Introduction, Pg. 21 Supporting Dual Language Learners Unit 2, Pg. 246 I Touch My Nose Like This Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 286 Grandmas: Same and Different
Strand: 3.0 — Skills for Democracy and Being a Community Member (Civics)		
Fairness and Respect for Other People		
<i>Foundation 3.1 Identifying and Including Members of Peer Groups</i>		
Identify members of their peer groups (for example, members of their classroom, team, or activity group), and include them in collaborative play and learning 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"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 2, Pg. 158 This Belongs to a Friend Unit 2, Pg. 188 Full Buckets Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination Unit 2, Pg. 240 I'm Responsible Unit 6, Pg. 48 Flag on the Moon

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 3.2 Showing Care and Offering Help</i>		
Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 2, Pg. 240 I'm Responsible • Unit 6, Pg. 48 Flag on the Moon
<i>Foundation 3.3 Understanding Different Needs and Fairness</i>		
Demonstrate understanding that peers have different needs by working toward supporting rules and practices that allow for each other's needs to be met. (Even so, they may still become frustrated by differences in the distribution of materials or opportunities.)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 2, Pg. 240 I'm Responsible • Unit 6, Pg. 48 Flag on the Moon
Community Norms and Practices		
<i>Foundation 3.4 Contributing to the Group</i>		
Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 2, Pg. 240 I'm Responsible • Unit 6, Pg. 48 Flag on the Moon



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CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 3.5 Following Community Rules and Norms</i>		
<p>Recognize rules and norms and follow community rules with fewer adult reminders. Enforce community rules and norms with peers.</p>	<ul style="list-style-type: none"> • Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own. 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 202 Kind Kids • Unit 2, Pg. 240 I'm Responsible • Unit 2, Pg. 188 Full Buckets • Unit 4, Pg. 80 Waiting Game • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners <p>Family Resources</p> <ul style="list-style-type: none"> • Good Playing Rules English Spanish • Teaching Children Manners English Spanish • Please and Thank You English Spanish
Collaborative Problem-Solving		
<i>Foundation 3.6 Group Decision-Making</i>		
<p>Participate in group decision-making (for example, voting, group meetings, circle time) with adult support. Express ideas of agreement and disagreement during decision-making practices.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 2, Pg. 240 I'm Responsible • Unit 6, Pg. 48 Flag on the Moon
<i>Foundation 3.7 Collective Problem-Solving</i>		
<p>Solve problems with peers through strategies like negotiation and compromise to solve problems. Intervene on behalf of one another during problem-solving.</p>	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Find Me! • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 80 Waiting Game

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 3.8 Developing Solutions and Taking Action</i>		
Develop solutions and take action, often engaging others, to address problems and issues in their group, school, or larger community, with adult support.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Find Me! • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 80 Waiting Game
Strand: 4.0 – Time, Continuity, and Change		
Understanding of Time		
<i>Foundation 4.1 Using Time Order Words</i>		
Indicate time order with increasing accuracy and sophistication. Use words like “before,” “after,” “then,” “next,” “yesterday,” and “tomorrow.”	<ul style="list-style-type: none"> • Books: The Watermelon Seed; Bad News Shoes; The Old Maple Tree • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 51 Fancy Rhyming • Unit 3, Pg. 329 Thank-you Notes • Unit 6, Pg. 48 Flag on the Moon
Personal History		
<i>Foundation 4.2 Describing Change Over Time</i>		
Identify and describe change over time in themselves, family, and community and share more detailed stories about recent experiences.	<ul style="list-style-type: none"> • Book: José Three 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Grandma’s House • Unit 4, Pg. 112 I Can Book • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 225 Good Friends Activity: I Am Ready For Kindergarten
Historical Changes in People and the World		
<i>Foundation 4.3 Recalling Past Events</i>		
Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.	<ul style="list-style-type: none"> • Books: The Watermelon Seed; Bad News Shoes; The Old Maple Tree • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 51 Fancy Rhyming • Unit 3, Pg. 329 Thank-you Notes • Unit 6, Pg. 48 Flag on the Moon

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Strand: 5.0 — Sense of Place and Environment		
Navigating Familiar Locations		
<i>Foundation 5.1 Identifying Characteristics of Locations</i>		
Identify characteristics of their community and region, including geographic features, weather, and common activities.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play <p>Family Resources</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children English Spanish
<i>Foundation 5.2 Communicating Locations and Directions</i>		
Communicate a greater diversity of directions to others (for example, near/far, next to, beside between, in front/behind), including specific places and locations that are farther away.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Top, Beside, and Bottom • Above, Below, Next to, On • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities
Representations of Physical Space		
<i>Foundation 5.3 Understanding Physical Space Through Drawings, Building Materials, and Maps</i>		
Create their own drawings, maps, and models; use globes, maps, and map symbols and use maps for basic problem-solving (for example, locating objects) more skillfully, with adult support.	Waterford encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play

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Caring for the Natural and Built World		
<i>Foundation 5.4 Caring for the World</i>		
<p>Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).</p>	<ul style="list-style-type: none"> • Songs: Seasons; Pollution Rap; I Am Part of All I See; Conservation • Book: That’s What I Like: A Book About Seasons • Care of Earth • Care of Water • Spring • Summer • Fall • Winter • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 371 Farm to Table • Unit 6, Pg. 69 Dramatic Play: Post Office
Strand: 6.0 — Economic Systems		
Community Needs		
<i>Foundation 6.1 Meeting Community Needs</i>		
<p>Recognize that community members have basic needs (for example, shelter, food) and demonstrates emerging ability to identify people and places within the community that help community members meet their needs.</p>	<ul style="list-style-type: none"> • Book: Everyone Needs to Eat 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 3, Pg. 328 We All Have Jobs • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
<i>Foundation 6.2 Awareness of People at Work</i>		
<p>Explore with adult support a wider array of work that people do both inside and outside the home. Understand how different types of work help communities meet their needs.</p>	<ul style="list-style-type: none"> • Books: Follow the Apples; Bugs For Sale 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 326 We All Have Jobs

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Exchange		
<i>Foundation 6.3 Understanding Exchange</i>		
Understand more complex exchange concepts, like choosing one item over another (opportunity cost), limited access to or limited amounts of a resource (supply and demand), and the exchange of money to buy and sell goods and services.	<ul style="list-style-type: none"> • Books: Follow the Apple; Bugs For Sale; Fudge For Sale 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 3, Pg. 328 We All Have Jobs • Unit 7, Pg. 165 I Choose Carefully
Strand: 1.0 – Science and Engineering Practices		
Observation and Investigation		
<i>Foundation 1.1 Making Observations</i>		
Observe and actively explore objects and events using their senses and describe their observations in greater detail.	<ul style="list-style-type: none"> • Book: That’s What I Like: A Book About Seasons • Science Investigation • Science Observation: From Egg to Chick • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 134 Texture Sort
<i>Foundation 1.2 Comparing and Contrasting</i>		
Compare and contrast objects and events based on physical properties and functions and describe similarities and differences in greater detail.	<ul style="list-style-type: none"> • Book: That’s What I Like: A Book About Seasons • Song: Same and Different • Look at Details • Similar Figures • Science Investigation • Science Observation: From Egg to Chick • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 134 Texture Sort



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<i>Foundation 1.3 Asking Questions</i>		
<p>Demonstrate curiosity and an increased ability to formulate specific and detailed questions about objects and events in their environment.</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • 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; That's What I Like: A Book About Seasons • Science Investigation • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors
<i>Foundation 1.4 Defining Problems</i>		
<p>Identify problems during play and everyday interactions and try multistep solutions on their own or in collaboration with peers and adults.</p>	<ul style="list-style-type: none"> • Book: Milton's Mittens • Science Observation: From Egg to Chick • Science Investigation • Peek at the Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 342 & 346. The Water Cycle: Part 1 & 2 • Unit 3, Pg. 363 Seed Investigation
<i>Foundation 1.5 Making Predictions</i>		
<p>Make more detailed predictions drawing on prior experiences and observations, create plans with adult support to check predictions, and demonstrate an emerging ability to discuss why predictions were correct or incorrect.</p>	<ul style="list-style-type: none"> • Book: Milton's Mittens • Science Observation: From Egg to Chick • Science Investigation • Peek at the Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 342 & 346. The Water Cycle: Part 1 & 2 • Unit 3, Pg. 363 Seed Investigation
<i>Foundation 1.6 Planning and Carrying Out Investigations</i>		
<p>Carry out more complex experiments or investigations, on their own or in collaboration with peers and adults, with greater persistence. Use observations and results of prior explorations to generate new questions and test their hypotheses.</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • 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; That's What I Like: A Book About Seasons • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 1.7 Using Tools</i>		
Identify and more spontaneously use a greater variety of observation and measurement tools, with some adult support.	<ul style="list-style-type: none"> • Science Investigation • Length • Weight • Capacity • Measurement Tools • Science Tools • Weather Tools 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 4, Pg. 18 Bone Exploration • Unit 5, Pg. 175 Ant Farm Extension • Unit 6, Pg. 18 Listening to My Body • Unit 7, Pg. 244 Weather Report
Documentation, Analysis, and Communication		
<i>Foundation 1.8 Documenting Observations and Using Models</i>		
Record observations or findings in greater detail with some adult support and use more elaborate representations, including drawings, models, charts, diagrams, movement, role-play, and other methods, to convey their observations and understanding of science concepts.	<ul style="list-style-type: none"> • Song: Graphing; Tallying • Book: One More Cat; Milton’s Mittens • Graphs • Tally Marks • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 86 Fish Investigation
<i>Foundation 1.9 Mathematical Thinking and Analyzing Data</i>		
Use mathematical thinking with greater precision to analyze and quantify their observations and answer questions that arise in everyday activities, with some adult support.	<ul style="list-style-type: none"> • Song: Graphing; Tallying • Book: One More Cat; Milton’s Mittens • Graphs • Tally Marks • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 86 Fish Investigation
<i>Foundation 1.10 Formulating and Communicating Explanations and Solutions</i>		
Formulate and communicate more detailed and precise explanations and solutions during play and collaborative investigations.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Science Observation: From Egg to Chick • Science Investigation 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like?

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Strand: 2.0 — Physical Science		
Properties and Characteristics of Nonliving Objects and Materials		
<i>Foundation 2.1 Characteristics of Objects and Materials</i>		
<p>Investigate and describe in greater detail the characteristics and physical properties of objects and solid, liquid, or gas materials (for example, size, weight, shape, color, texture, smell, and sound).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See; Shapes, Shapes, Shapes; Living and Nonliving • Book: The Shape of Things • Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little • Simple Shapes • Solid Shapes • Space Shapes • Solid and Liquid • Living or Nonliving • Sight • Touch • Hearing • Smell • Taste 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 & 344 The Water Cycle: Part 1 & 2 • Unit 4, Pg. 19 Stack, Slide, Roll
<i>Foundation 2.2 Light and Sound Waves</i>		
<p>Explore and describe changes in the properties of sound, light, and shadows by manipulating different objects and materials during play and collaborative investigations.</p>	<ul style="list-style-type: none"> • Light Exploration • Light Sources • Sound • Sound Waves 	<ul style="list-style-type: none"> • Light Sources • Unit 1, Pg. 107 Sound Box Match-Up • Unit 3, Pg. 277 Properties of Light; Flashlights and Mirrors • Unit 3, Pg. 279 Shadow Theater

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Changes in Nonliving Objects and Materials		
<i>Foundation 2.3 Exploring Changes in Objects and Materials</i>		
Explore, describe in greater detail, and explain changes in objects and materials using their senses (for example, change in color, shape, texture, form, temperature) during play and collaborative investigations.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Matter • Book: Pancakes Matter • Solid and Liquid • States of Water • Tangrams 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 1, Pg. 138 Crunchy and Soggy Snack • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 & 344 The Water Cycle: Part 1 & 2
<i>Foundation 2.4 Force and Motion</i>		
Make and test predictions about how objects change direction, speed, or the distance they go and, based on their observations, explain why objects start, stop, or change direction or speed during play and collaborative investigations.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 7, Pg. 141 Tool Workshop
<i>Foundation 2.5 Energy</i>		
Demonstrate awareness, with adult support, of the different sources of energy that things (living and nonliving) need and describe the changes they observe as a result of these sources of energy.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Sun 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 316 Plant Parts

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Strand: 3.0 — Life Science		
Properties and Characteristics of Living Things		
<i>Foundation 3.1 Characteristics of Living Things</i>		
<p>Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p>	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 316 Plant Parts • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
<i>Foundation 3.2 Bodily Processes</i>		
<p>Indicate greater knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals through more detailed observations and descriptions.</p>	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest • Healthy Food • Food From Plants • Body Parts • Parts of the Face 	<ul style="list-style-type: none"> • Body Apron Pattern • Unit 6, Pg. 4 My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 27 Digesting Food • Unit 6, Pg. 36 My Brain Has Lots of Ideas • Unit 6, Pg. 108 Exercise Makes Me Better
<i>Foundation 3.3 Living and Nonliving Things</i>		
<p>Indicate knowledge of the difference between living and nonliving things and recognize that only living things (people, animals, plants) undergo biological changes such as growth, illness, healing, and dying.</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants are Growing • Living or Nonliving • Plants • Mammals • Amphibians 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<i>Foundation 3.4 Heredity and Traits</i>		
Express their expectation that young animals and plants will reflect similar characteristics to grown animals and plants of the same kind.	<ul style="list-style-type: none"> • Song: Plants are Growing • Book: George and Jack • Traits of Living Things • Plants • Mammals • Amphibians 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles
<i>Foundation 3.5 Habitats</i>		
Recognize that living things have different habitats suited to their unique needs.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Where in the World Would You Go Today? • Rainforests • Mountains • Oceans • Desert 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 4, Pg. 37 Dramatic Play: Bird Nest • Unit 4, Pg. 100 Dramatic Play: Pond
Changes in Living Things		
<i>Foundation 3.6 Growth, Change, and the Life Cycle of Living Things</i>		
Observe and explore growth in humans, animals, and plants and communicate an increased understanding that living things change as they grow and age. Describe transformations related to an individual's life cycle (for example, birth, growth, reproduction, death).	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants are Growing • Living or Nonliving • Mammals • Amphibians 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles
<i>Foundation 3.7 Needs of Living Things</i>		
Describe the needs of humans, animals, and plants for growth and survival (for example, food, water, sleep, sunshine, shelter).	<ul style="list-style-type: none"> • Song: Food From Plants • Book: Everybody Needs to Eat • Sun • Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 347 Where Does Our Water Come From?



CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS 2024

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Strand: 4.0 — Earth and Space Science		
Properties and Characteristics of Earth Materials and Objects		
<i>Foundation 4.1 Characteristics of Earth Materials</i>		
Investigate and describe the characteristics of earth materials and compare and contrast materials based on their different features (for example, size, weight, shape, color, texture).	<ul style="list-style-type: none"> • Songs: Rocks; Air • Weight • Rocks • Rock Cycle • Sorting Rocks • Air 	<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 & 344 The Water Cycle: Part 1 & 2 • Unit 3, Pg. 347 Where Does Our Water Come From?
Changes in the Earth and Space		
<i>Foundation 4.2 Natural Objects in the Sky</i>		
Observe and describe natural objects in the sky and describe patterns of movement and apparent changes in the sun, moon, stars, and clouds.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Books: Moon Song; Star Pictures • Sun • Moon • Clouds • Constellations 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation
<i>Foundation 4.3 Weather</i>		
Observe and describe changes in weather and provide examples of the effects of changes in weather and seasons on their own lives and on plants and animals.	<ul style="list-style-type: none"> • Song: Precipitation • Books: That’s What I Like: A Book About Seasons; Whatever the Weather • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
<i>Foundation 4.4 Earth and Human Activity</i>		
Investigate, with adult support, how humans’ actions and use of resources impact the environment and their community, discuss in simple terms how to care for the environment, and participate in activities related to its care.	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 3, Pg. 371 Farm to Table

CALIFORNIA PTKLF STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Strand: 5.0 – Engineering, Technology, and Applications of Science		
Engineering Design		
<i>Foundation 5.1 Engineering Design Process</i>		
Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating more detailed solutions to the problems they identify, and testing and refining their solutions with less adult support and over longer periods of time.	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; George Washington Carver; Wilbur and Orville Wright • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? • Introduction, Pg. 16 Science Center
Engineering Design and Society		
<i>Foundation 5.2 Design Solutions and Society</i>		
Explore in more detail how tools and design solutions help address their own and other people's needs and, with adult support, develop different solutions to address the needs of their families and communities.	<ul style="list-style-type: none"> • Science Tools • Measurement Tools • Length • Weight • Capacity 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different? • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 244 Weather Report
<i>Foundation 5.3 Using Digital Devices</i>		
Recognize a greater diversity of digital tools and devices and their function (for example, look up information, learn or practice a new skill) and use them with less adult support to meet their needs and goals in everyday situations.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? • Unit 7, Pg. 244 Weather Report

PRE-READING

Sing a Rhyme Songs /Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; Zig Zag

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

SPANISH FAMILY ENGAGEMENT RESOURCES

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