

CURRICULUM *Correlation*



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

OVERVIEW

This document provides a detailed correlation of WATERFORD READING ACADEMY *to* MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR- YEAR-OLD CHILDREN 2018

CORRELATION DESCRIPTION

This document aligns Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children 2018 to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at teacher.waterford.org.

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

WATERFORD CURRICULUM DETAILS

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in [Waterford's Adaptive Learning Path in Action](#) video.

Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found [here](#).

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

READING SEQUENCE

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and fluency. More detailed information can be found in the [Reading Skills Scope & Sequence](#).

MATH AND SCIENCE SEQUENCE

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the [Math and Science Scope & Sequence](#).

SMARTSTART SEQUENCE

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the [SmartStart Scope & Sequence](#).

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| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| ENGLISH LANGUAGE ARTS (FOUR-YEAR-OLD CHILDREN) | | |
| READING STANDARDS FOR LITERATURE | | |
| Key Ideas and Details | | |
| RL.PK.1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”). | <ul style="list-style-type: none"> Describe Characters Compare Characters Find an Answer Read with Me Books Sing a Rhyme Songs/Books (See titles at end of document.) <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: RL: Key Ideas: Questions | <ul style="list-style-type: none"> Story Time Activities Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 46 The Apple Tree: Discuss the Story |
| RL.PK.2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing). | <ul style="list-style-type: none"> Sum Up: Remember Order What Comes Next? <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: RL: Key Ideas: Retell Stories | <ul style="list-style-type: none"> Unit 1, Pg. 13 Going on a Bear Hunt Unit 1, Pg. 33 Dramatic Play: Bunny Cakes Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| RL.PK.3. With prompting and support, identify some characters, settings and/or major events in a story. | <ul style="list-style-type: none"> Sum Up, Five W’s Describe Characters Sum Up: Remember Order <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: RL: Key Ideas: Characters, Settings, Events | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities |
| Craft and Structure | | |
| RL.PK.4. Exhibit curiosity and interest in learning words in print. <ul style="list-style-type: none"> RL.PK.4a. Develop new vocabulary from stories. | <ul style="list-style-type: none"> Words Tell About the Pictures Vocab Vocab Choice <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: RL: Key Ideas: Vocabulary | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities Unit 1, Pg. 8 Morning Message Unit 5, Pg. 141 Language: Sentence Board Game |

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| <i>Craft and Structure continued</i> | | |
| RL.PK.4b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community). | <ul style="list-style-type: none"> Words in Your World Print Concepts Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RL: Craft and Structure: Real-world Print | <ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 23 Morning Message Unit 1, Pg. 35 Calendar Unit 1, Pg. 82 Letters Make Words |
| RL.PK.5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability). <ul style="list-style-type: none"> RL.PK.5a. Identify the front cover, back cover and title page of a book. | <ul style="list-style-type: none"> Print Concepts Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RL/RI: Craft and Structure: Parts of Books | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities Unit 1, Pg. 37 Print Knowledge: Books |
| RL.PK.6. With prompting and support, identify the role of the “author” and “illustrator”. | <ul style="list-style-type: none"> Print Concepts Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RL/RI: Craft and Structure: Author and Illustrator | <ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books |
| Integration of Knowledge and Ideas | | |
| RL.PK.7. With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama). | <ul style="list-style-type: none"> Making Connections Step Into the Story Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RL: Knowledge and Ideas: Make Connections | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| RL.PK.8. No developmentally appropriate standard. | | |
| RL.PK.9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different). | <ul style="list-style-type: none"> Compare Characters Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RL: Knowledge and Ideas: Compare and Contrast: | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities |
| Range of Reading and Level of Text Complexity | | |
| RL.PK.10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement). | <ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 2, Pg. 233 Mambo Moves Unit 5, Pg. 219 Spider Webs Unit 7, Pg. 216 Digital Program |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| READING STANDARDS FOR INFORMATIONAL TEXT | | |
| Key Ideas and Details | | |
| RI.PK.1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials). | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Find an Answer Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RI: Key Ideas: Ask and Answer | <ul style="list-style-type: none"> Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? Unit 2, Pg. 231 Do You Know Which Ones Will Grow? |
| RI.PK.2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation). | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Find an Answer Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RI: Key Ideas: Main Topic | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| RI.PK.3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation). | <ul style="list-style-type: none"> Making Connections Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RI: Key Ideas: Connections | <ul style="list-style-type: none"> Unit 1, Pg. 33 Dramatic Play: Bunny Cakes Unit 1, Pg. 83 Pat-a-cake: Dough Time Unit 5, Pg. 219 Spider Webs Unit 7, Pg. 216 Digital Program |
| Craft and Structure | | |
| RI.PK.4. Exhibit curiosity and interest about words in a variety of informational texts. | Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration. Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RI: Craft and Structure: Words | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 112 Elephant Invitations Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty Unit 6, Pg. 4 My Body Can Do Amazing Things |
| RI.PK.5. With prompting and support, identify the front cover, back cover, and title page of a book. | <ul style="list-style-type: none"> Print Concepts Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RL/RI: Craft and Structure: Parts of Books | <ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books |
| RI.PK.6. With prompting and support, identify the role of the author and illustrator in informational text. | <ul style="list-style-type: none"> Print Concepts Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RL/RI: Craft and Structure: Author and Illustrator | <ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books |

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Integration of Knowledge and Ideas | | |
| RI.PK.7. With prompting and support, make connections between self and text and/or information and text. | <ul style="list-style-type: none"> Making Connections Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RI: Knowledge and Ideas: Connections | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 83 Pat-a-cake: Dough Time Story Time Activities |
| RI.PK.8. With prompting and support, explore the purpose of the informational text as it relates to self. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RI: Knowledge and Ideas: Connections | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty Unit 6, Pg. 4 My Body Can Do Amazing Things |
| RI.PK.9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic. | <ul style="list-style-type: none"> Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat Classroom Playlist <ul style="list-style-type: none"> MS: PreK: RI: Knowledge and Ideas: Similarities and Differences | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities |
| Range of Reading and Level of Text Complexity | | |
| RI.PK.10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals). | <ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities |
| READING STANDARDS: FOUNDATIONAL SKILLS | | |
| Print Concepts | | |
| RF.PK.1. With prompting and support, demonstrate understanding of conventions of print. <ul style="list-style-type: none"> RF.PK.1a. Understand that print moves from left to right, top to bottom and page by page. | <ul style="list-style-type: none"> Print Concepts Letters Make Words Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Reading: Print Concepts | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 7 Schedule Unit 1, Pg. 8 Morning Message Unit 1, Pg. 82 Letters Make Words Unit 1, Pg. 45 The Apple Tree: Discuss the Story |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| <i>Print Concepts continued</i> | | |
| RF.PK.1b. Recognize an association between spoken and written words. | <ul style="list-style-type: none"> Letters Make Words Look, Listen, and Match <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Print Concepts: Spoken and Written Letters | <ul style="list-style-type: none"> Unit 1, Pg. 82 Letters Make Words Letter Sound Activities |
| RF.PK.1c. Understand that words are separated by spaces in print. | <ul style="list-style-type: none"> Print Concepts Letters Make Words <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Print Concepts: | <ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities Unit 1, Pg. 23 Morning Message |
| RF.PK.1d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. | <ul style="list-style-type: none"> ABC Song Letters Introduction Letter Match Letter Checker Fast Letter Fun Letter Pictures Find the Letter Name That Letter <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Print Concepts: Letter Name | <ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 1, Pg. 26 Singing the Alphabet Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names |
| RF.PK.1e. Recognize words as a unit of print and understand that letters are grouped to form words. | <ul style="list-style-type: none"> Letters Make Words Print Concepts Look, Listen, and Match <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Print Concepts: Spoken and Written Letters: Letters Make Words | <ul style="list-style-type: none"> Unit 1, Pg. 23 Morning Message Unit 1, Pg. 82 Letters Make Words |
| RF.PK.1f. Differentiate letters from numbers. | <ul style="list-style-type: none"> Distinguish Letters Explain Numbers <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Print Concepts: Differentiate Letters | <ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions |
| RF.PK.1g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. | <ul style="list-style-type: none"> Distinguish Letters Similarities and Differences in Letters <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Print Concepts: Differentiate Letters | <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 |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Phonological Awareness | | |
| <p>RF.PK.2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> RF.PK.2a. Engage in language play (e.g., sound patterns, rhyming patterns, songs). | <ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words Rhyme With Me Sing a Rhyme Songs/Books (See titles at end of document.) <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Phonological Awareness: Language Play | <ul style="list-style-type: none"> Unit 1, Pg. 4 The Name Song Unit 1, Pg. 26 Singing the Alphabet Unit 1, Pg. 51 Fancy Rhyming Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 6, Pg. 59 Rhythm Stick Sounds |
| <p>RF.PK.2b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p> | <ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words Rhyme With Me Sing a Rhyme Songs/Books (See titles at end of document.) <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Phonological Awareness: Rhyming Words | <ul style="list-style-type: none"> Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination Unit 2, Pg. 199 Rhyme Race Unit 3, Pg. 371 Where is Thumbkin: Find the Marble |
| <p>RF.PK.2c. Demonstrate awareness of the relationship between sounds and letters.</p> | <ul style="list-style-type: none"> Name That Letter Sound Sound Song Letter Sound Sound Room Letter Sound Screening <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Reading: Phonological Awareness: Letter Sounds | <ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 5, Pg 232 Here Kitty, Kitty: Position Words and Letter Sound /k/ Unit 6, Pg 21 New: Onset-Rime and Letter Sound /n/ |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| <i>Phonological Awareness continued</i> | | |
| RF.PK.2d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping. | <ul style="list-style-type: none"> • Syllable • Syllable Safari <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Reading: Phonological Awareness: Segment Syllables • MS: PreK: Reading: Phonological Awareness: Blend Syllables | <ul style="list-style-type: none"> • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 5, Pg. 206 Listening Activity: Circus Syllables |
| RF.PK.2e. With prompting and support, isolate and pronounce the initial sounds in words. | <ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Reading: Phonological Awareness: Initial Sound | <ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds |
| RF.PK.2f. Demonstrate an awareness of ending sounds in words. | <ul style="list-style-type: none"> • Final Sound • Right Final Sound <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Reading: Phonological Awareness: Final Sound | <ul style="list-style-type: none"> • Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/ • Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/ • Unit 7, Pg. 130 Listening Activity: Final Sounds Salute |
| RF.PK.3. With prompting and support, demonstrate emergent phonics and word analysis skills. | <ul style="list-style-type: none"> • Name That Letter Sound • Sound Song • Letter Sound • Sound Room • Where Is the Sound? • Barnyard Bash • Circus Clown Climbers • Change One Sound • Blend Onset/Rime • Blending Riddles • Phoneme Segmentation • Blend Every Sound • Blending Dragon • Blend Individual Phonemes | <ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ • Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • Unit 7, Pg. 230 Blending Phonemes: BINGO |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Phonological Awareness <i>continued</i> | | |
| RF.PK.3a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. | <ul style="list-style-type: none"> • Name That Letter Sound • Sound Song • Letter Sound • Letter Sound Screening • Sound Room Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Reading: Phonics: Letter Sound | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions |
| RF.PK.3b. Recognize own name, environmental print, and some common high-frequency sight words. | <ul style="list-style-type: none"> • Name Game • Power Word • Words In Your World Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Reading: Phonics: Environmental Print | <ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets |
| Fluency | | |
| RF.PK.4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading). | <ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center |
| WRITING STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| Text Types and Purposes | | |
| W.PK.1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes. <ul style="list-style-type: none"> • W.PK.1a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion. | <ul style="list-style-type: none"> • Letter Trace • Dots, Lines, and Circles | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals |
| W.PK.1b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing. | <ul style="list-style-type: none"> • Letter Trace • Dots, Lines, and Circles | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| <i>Text Types and Purposes continued</i> | | |
| W.PK.1c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories. | <ul style="list-style-type: none"> • Letter Trace • Dots, Lines, and Circles | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals |
| W.PK.2. No developmentally appropriate standard. | | |
| W.PK.3. No developmentally appropriate standard. | | |
| Production and Distribution of Writing | | |
| W.PK.4. No developmentally appropriate standard. | | |
| W.PK.5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers. | 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 • Unit 2, Pg. 181 Introducing Journals |
| Research to Build and Present Knowledge | | |
| W.PK.7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • (See titles at end of document.) | <ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 176 Smell Survey • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey |
| W.PK.8. With prompting and support, recall information from experiences to answer questions. | <ul style="list-style-type: none"> • Making Connections • Step Into the Story | <ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention • Unit 7, Pg. 150 What Doesn’t Belong? |
| W.PK.9. No developmentally appropriate standard. | | |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Range of Writing | | |
| W.PK.10. No developmentally appropriate standard. | | |
| SPEAKING AND LISTENING STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| Comprehension and Collaboration | | |
| <p>SL.PK.1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.</p> <ul style="list-style-type: none"> SL.PK.1a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings). | <p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p> | <ul style="list-style-type: none"> Story Time Activities Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 22 Name Song Unit 1, Pg. 60 Turn and Talk Matching Unit 1, Pg. 76 Taking Turns Game Unit 6, Pg. 75 Grown-up Manners |
| <p>SL.PK.1b. Engage in extended conversations.</p> | <p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p> | <ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Dramatic Play Activities Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 214 Set the Table, Please |
| <p>SL.PK.2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.</p> | <ul style="list-style-type: none"> Sum Up: Five Ws Sum Up: Remember Order What Comes Next? Find an Answer <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Speaking and Listening: Confirm Understanding | <ul style="list-style-type: none"> Story Time Activities Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why |
| <p>SL.PK.3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</p> | <ul style="list-style-type: none"> Science Investigation | <ul style="list-style-type: none"> Unit 1, Pg. 24 What Do Scientists Do? Unit 1, Pg. 44 Getting Acquainted 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. 20 May I Help Game |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Presentation of Knowledge and Ideas | | |
| SL.PK.4. With prompting and support, describe familiar people, places, things, and events. | | <ul style="list-style-type: none"> • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 6, Pg. 82 Imagine a Germ • Unit 7, Pg. 233 Precipitation |
| SL.PK.5. With prompting and support, add drawings or other visual displays to descriptions. | 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 |
| SL.PK.6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly. | <ul style="list-style-type: none"> • Lost and Found • It’s Not Fair! • Do I Have To? | <ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 188 Insect Walking Sounds |
| LANGUAGE STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| Conventions of Standard English | | |
| L.PK.1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking. <ul style="list-style-type: none"> • L.PK.1a. Use frequently occurring nouns and verbs. | <ul style="list-style-type: none"> • Song: It Happened Yesterday • Nouns • Pronouns • Verbs • Past Tense Verbs <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Language: Nouns • MS: PreK: Language: Verbs | <ul style="list-style-type: none"> • Unit 1, Pg. 136 Find Someone Who Has... • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 178 Power I |
| L.PK.1b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes). | <ul style="list-style-type: none"> • Song: More Than One • Plural Nouns <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Language: Plural Nouns | |
| L.PK.1c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | <ul style="list-style-type: none"> • Sum Up, Five W’s • Science Investigation <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Language: Question Words | <ul style="list-style-type: none"> • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 7, Pg. 150 What Doesn’t Belong? |
| L.PK.1d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with). | <ul style="list-style-type: none"> • Song: Preposition Cat <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Language: Prepositions | <ul style="list-style-type: none"> • Unit 2, Pg. 254 Polly Put the Kettle On |

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| Conventions of Standard English <i>continued</i> | | |
| L.PK.1e. Produce and expand complete sentences in shared language activities. | <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Language: Complete Sentences | <ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 5, Pg. 141 Language: Sentence Board Game |
| L.PK.2. With prompting and support, demonstrate awareness of the conventions of standard English. <ul style="list-style-type: none"> L.PK.2a. Write first name, capitalizing the first letter. | <ul style="list-style-type: none"> Song: Capital Letters Name Game Letter Trace Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Language: Write Name | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities |
| L.PK.2b. Attempt to write a letter or letters to represent a word. | <ul style="list-style-type: none"> Letter Trace Say and Trace Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Language: Letter Trace: Uppercase MS: PreK: Language: Letter Trace: Lowercase | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Capital Letter Introductions Lowercase Letter Introductions Journal Activities Unit 2, Pg. 181 Introducing Journals |
| L.PK.2c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships. | <ul style="list-style-type: none"> Sound Song Name That Letter Sound Letter Sound Sound Room Sound Sense Choose a Sound Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Phonics: Letter Sound | <ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Capital Letter Introductions Lowercase Letter Introductions Journal Activities Unit 2, Pg. 181 Introducing Journals |
| Knowledge of Language | | |
| L.PK.3. No developmentally appropriate standard | | |
| Vocabulary Acquisition and Use | | |
| L.PK.4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content. <ul style="list-style-type: none"> L.PK.4a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle). | <ul style="list-style-type: none"> Song: Synonym Tree Vocab Synonyms Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Language: Synonyms | <ul style="list-style-type: none"> Story Time Activities Unit 5, Pg. 151 Dinosaur Stomp |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| <i>Vocabulary Acquisition and Use continued</i> | | |
| <p>L.PK.5. With guidance and support, explore word relationships and word meanings.</p> <ul style="list-style-type: none"> L.PK.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | <ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Language: Sort | <ul style="list-style-type: none"> Unit 1, Pg. 119 Sorting Buttons Unit 2, Pg. 248 Plant or Animal Unit 3, Pg. 340 Sort It Out |
| <p>L.PK.5b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).</p> | <ul style="list-style-type: none"> Songs: Verbs; Adjectives Describe Book: Opposites Verbs Adjectives Opposites <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Language: Opposites | <ul style="list-style-type: none"> Unit 6, Pg. 42 Opposites and Letter Sound /o/ Unit 6, Pg. 46 Listening Activity: Opposites and Onset-Rime |
| <p>L.PK.5c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).</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. 54 Morning Meeting Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/ |
| <p>L.PK.5d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).</p> | <ul style="list-style-type: none"> Song: Verbs Verbs <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Language: Verbs | <ul style="list-style-type: none"> Dance and Movement Activities Unit 1, Pg. 149 I Am, I Can Unit 7, Pg. 174 Taking Care of My Teeth |
| <p>L.PK.6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.</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 4, Pg. 122 Journal Prompt: My Adventure Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 156 Journal Prompt: My Favorite Living Reptile |

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| MATHEMATIC STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| COUNTING AND CARDINALITY | | |
| Know number names and the count sequence. | | |
| PK.CC.1. With prompting and support, recite numbers 1 to 30 in the correct order. | <ul style="list-style-type: none"> Counting Song Number Instruction Number Counting Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Counting | <ul style="list-style-type: none"> Unit 1, Pg. 54 Counting and Attendance Introduce and Count Number Activities |
| PK.CC.2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10. | <ul style="list-style-type: none"> Number Instruction Number Recognition and Sense Moving Target Picture Puzzle Shape Puzzle Number Books (See titles at end of document.) Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Number | <ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities |
| Count to tell the number of objects. | | |
| PK.CC.3. With guidance and support, understand the relationship between numerals and quantities <ul style="list-style-type: none"> PK.CC.3a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials | <ul style="list-style-type: none"> Counting Song Explain Numbers Number Counting Number Instruction Number Recognition and Sense Counting Puzzle Bug Bits Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Counting and Cardinality: Numbers and Quantities | <ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities |
| PK.CC.3b. Match quantities and numerals 0 – 5. | <ul style="list-style-type: none"> Make and Count Groups Number Counting Number Instruction Match Numbers Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Match Quantities and Numerals MS: PreK: Math: Number Name | <ul style="list-style-type: none"> Unit 1, Pg. 40 Math: Same Two Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 261 Make One More |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Count to tell the number of objects <i>continued</i>. | | |
| <p>PK.CC.4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.</p> <ul style="list-style-type: none"> PK.CC.4a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials | <ul style="list-style-type: none"> Make and Count Groups Number Counting Number Instruction Bug Bits Match Numbers <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> MS: PreK: Math: Number Name | <ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 218 Group Five Pets Unit 2, Pg. 261 Make One More |
| Compare Numbers | | |
| <p>PK.CC.5. Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.</p> | <ul style="list-style-type: none"> Book: For the Birds More Than, Fewer Than More Than Fewer Than <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> MS: PreK: Math: Compare Numbers | <ul style="list-style-type: none"> Unit 2, Pg. 261 Make One More Unit 6, Pg. 8 Greater Than Unit 6, Pg. 71 Less Than |
| OPERATIONS AND ALGEBRAIC THINKING | | |
| Understand addition as putting together and adding to and understand subtraction as taking apart and taking from. | | |
| <p>PK.OA.1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.</p> | <ul style="list-style-type: none"> Songs: Bee Happy Addition; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction Book: Five Delicious Muffins Add Groups Subtract Groups Act Out Addition Act Out Subtraction <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> MS: PreK: Math: Addition MS: PreK: Math: Subtraction | <ul style="list-style-type: none"> Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 Unit 5, Pg. 231 Decomposing 8 Unit 7, Pg. 180 Build One More |

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| Understand addition as putting together and adding to and understand subtraction as taking apart and taking from <i>continued</i>. | | |
| <p>PK.OA.2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</p> | <ul style="list-style-type: none"> Songs: Bee Happy Addition; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction Book: Five Delicious Muffins Add Groups Subtract Groups Act Out Addition Act Out Subtraction <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Math: Addition: MS: PreK: Math: Subtraction | <ul style="list-style-type: none"> Unit 6, Pg. 83 Ten Frame Game Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth! Unit 7, Pg. 247 How Many Are Hiding? |
| <p>PK.OA.3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.</p> <ul style="list-style-type: none"> PK.OA.3a. Duplicate and extend simple patterns using concrete objects. | <ul style="list-style-type: none"> Song: Train Station Patterns Patterns Pattern AB; ABB; ABC <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Math: Pattern | <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 |
| MEASUREMENT AND DATA | | |
| Describe and compare measurable attributes. | | |
| <p>PK.MD.1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).</p> | <ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest; Measuring Plants Length Order Size Sort Big and Little Tall and Short Heavy and Light Capacity <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Math: Measurable Attributes | <ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 6, Pg. 114 Length Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 199 Volume |
| <p>PK.MD.2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).</p> <ul style="list-style-type: none"> PK.MD.2a. Use nonstandard units of measurement | <ul style="list-style-type: none"> Song: Measuring Plants Length <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Math: Measurable Attributes: Length MS: PreK: Math: Nonstandard Units of Measurement | <ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 142 Weight Unit 7, Pg. 199 Volume |

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| Describe and compare measurable attributes <i>continued</i>. | | |
| PK.MD.2b. Explore standard tools of measurement. | <ul style="list-style-type: none"> Length Measurement Tools Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Standard Tools of Measurement | <ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 142 Weight Unit 7, Pg. 199 Volume |
| Classify objects and count the number of objects in each category. | | |
| PK.MD.3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature). | <ul style="list-style-type: none"> Length Order Size Sort Big and Little Tall and Short Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Classify Objects | <ul style="list-style-type: none"> Unit 1, Pg. 119 Sorting Buttons Unit 4, Pg. 18 Bone Exploration Unit 6, Pg. 114 Length Unit 7, Pg. 142 Weight |
| GEOMETRY | | |
| Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). | | |
| PK.G.1. With guidance and support, correctly name shapes. | <ul style="list-style-type: none"> Songs: Kites; The Shape of Things; Shapes, Shapes, Shapes; Corners and Sides Book: The Shape of Things; Imagination Shapes Simple Shapes Circle, Square, Triangle, Rectangle Solid Shapes Space Shapes Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Shapes | <ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles |
| PK.G.2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size. | <ul style="list-style-type: none"> Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides Books: The Shape of Things; Imagination Shapes Simple Shapes Circle, Square, Triangle, Rectangle Solid Shapes Space Shapes Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Shapes | <ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 340 Sort It Out Unit 3, Pg. 360 Fancy Shapes Unit 4, Pg. 8 Flat or Solid? |
| PK.G.3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes. | <ul style="list-style-type: none"> Space Shapes Tangrams Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Shapes: Space Shapes | <ul style="list-style-type: none"> Unit 3, Pg. 368 Shapes Mural Unit 4, Pg. 28 Classroom Block Play |

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| Analyze, compare, create, and compose shapes. | | |
| PK.G.4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks). | <ul style="list-style-type: none"> Tangrams Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Create Shapes | <ul style="list-style-type: none"> Introduction, Pg. 9 Block Center Unit 3, Pg. 310 Make a Triangle Unit 4, Pg. 28 Classroom Block Play |
| PK.G.5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house). | <ul style="list-style-type: none"> Tangrams Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Math: Create Shapes | <ul style="list-style-type: none"> Introduction, Pg. 9 Block Center Unit 3, Pg. 310 Make a Triangle Unit 4, Pg. 28 Classroom Block Play |
| SOCIAL STUDIES STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| FAMILY AND COMMUNITY | | |
| Understand self in relation to the family and the community. | | |
| PK.FC.1 Identify self as a member of a family, the learning community, and local community. | <ul style="list-style-type: none"> My Family Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Social Studies: Self in Family and Community | <ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family |
| PK.FC.2. With prompting and support, identify similarities and differences in people. | <ul style="list-style-type: none"> Song: Same and Different Books: Mine; José Three Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Social Studies: Similarities and Differences in People | <ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family |
| PK.FC.3. With prompting and support, describe some family traditions. | <ul style="list-style-type: none"> Soup’s On! Party Time Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Social Studies: Family Traditions | <ul style="list-style-type: none"> Unit 3, Pg. 288 Journals: My Family Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner |
| PK.FC.4. Identify some similarities and differences in family structure, culture, ability, language, age and gender. | <ul style="list-style-type: none"> Books: Mine; José Three Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Social Studies: Families | <ul style="list-style-type: none"> Unit 3, Pg. 288 Journals: My Family Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner Unit 6, Pg. 89 Storytelling Festival Unit 6, Pg. 90 Thank You Notes for the Storytellers |

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| Understand the concept of individual rights and responsibilities. | | |
| PK.FC.5. With prompting and support, demonstrate responsible behavior related to daily routines. | 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. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 7, Pg. 178 Fox In a Box |
| PK.FC.6. With prompting and support, explain some rules in the home and in the classroom. <ul style="list-style-type: none"> • PK.FC.6a. Identify some rules for different settings. | | <ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 7, Pg. 178 Fox In a Box |
| PK.FC.6b. Identify appropriate choices to promote positive interactions. | 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. Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social Studies: Appropriate Choices | <ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper |
| PK.FC.7. With prompting and support, identify some community members (e.g., parents, teachers, principals/ directors, community helpers). | | <ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 328 We All Have Jobs • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip Family Resources: <ul style="list-style-type: none"> • Community Helpers English Spanish |
| PK.FC.8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible). | 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. Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social Studies: Positive Character Traits | <ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 7, Pg. 246 I Know |
| PK.FC.9. With prompting and support, describe a simple sequence of familiar events. | <ul style="list-style-type: none"> • Song: Sequencing Events • Sum Up: Remember Order • Sequence Events • First, Next, Last Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social Studies: Sequence Events | <ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 1, Pg. 7 Schedule • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| OUR WORLD | | |
| Understand the importance of people, resources, and the environment. | | |
| PK.OW.1. Treat classroom materials and the belongings of others with care. | 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. 240 I'm Responsible |
| PK.OW.2. With prompting and support, identify location and some physical features of familiar places in the environment. | <ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Social Studies: Places in the Environment | <ul style="list-style-type: none"> • 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 |
| PK.OW.3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant). | <ul style="list-style-type: none"> • Song: Save Your Pennies <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Social Studies: Money | <ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| PK.OW.4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities. | While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor). | <ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are |
| PK.OW.5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water). | <ul style="list-style-type: none"> • Songs: Pollution Rap; I Am Part of All I See • Pollution and Recycling • Care of Water • Care of Earth <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Social Studies: Caring for the Environment | <ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 2, Pg. 214 Garbage Elves |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| HISTORY AND EVENTS | | |
| Understand events that happened in the past. | | |
| PK.H.1. With prompting and support, describe a simple series of familiar events. | <ul style="list-style-type: none"> Song: Sequencing Events Sum Up: Remember Order Sequence Events First, Next, Last Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Social Studies: Sequence Events | <ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 35 Calendar Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| PK.H.2. Recognize events that happened in the past. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Social Studies: Events in the Past | <ul style="list-style-type: none"> Unit 3, Pg. 270 Dramatic Play: Grandma's House Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journal My Family Unit 4, Pg. 88 Journal Prompt: I Took Turns When... |
| SCIENCE STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| SCIENTIFIC METHOD AND INQUIRY | | |
| Engage in simple investigations. | | |
| SM.PK.1. Make observations, make predictions, and ask questions about natural occurrences or events. | <ul style="list-style-type: none"> Science Investigation Science Observation: From Egg to Chick Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Science: Simple Investigations | <ul style="list-style-type: none"> Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 5, Pg. 175 Ant Farm Extension Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth Unit 6, Pg. 18 Listening To My Body |
| SM.PK.2. Describe, compare, sort and classify, and order objects. | <ul style="list-style-type: none"> Songs: All Sorts of Laundry; Same and Different Book: Buttons, Buttons Make Comparisons Sort Order Match Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Science: Objects | <ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 3, Pg. 340 Sort It Out Unit 3, Pg. 360 Fancy Shapes Unit 6, Pg. 114 Length Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 170 Exploring Weight Unit 7, Pg. 199 Volume Unit 7, Pg. 209 Exploring Volume |
| SM.PK.3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug). | <ul style="list-style-type: none"> Science Investigation Science Tools Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Science: Science Tools | <ul style="list-style-type: none"> Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 5, Pg. 175 Ant Farm Extension Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth Unit 6, Pg. 18 Listening To My Body |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Engage in simple investigations <i>continued.</i> | | |
| SM.PK.4. Explore materials, objects, and events and notice cause and effect. | <ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials • Magnets • Push and Pull <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Materials • MS: PreK: Science: Cause and Effect | <ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation |
| SM.PK.5. Describe and communicate observations, results, and ideas | <ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like George Washington Carver • Science Observation: From Egg to Chick • Science Investigation <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Communicate | <ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? • Unit 6, Pg. 54 Germs |
| SM.PK.6. Work collaboratively with others. | <ul style="list-style-type: none"> • Marmot's Basket | <ul style="list-style-type: none"> • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? |
| Use the five senses to explore and investigate the environment. | | |
| SM.PK.7. Name and identify the body parts associated with the use of each of the five senses | <ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Senses: | <ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 86 Excellent Eyes • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 6, Pg. 18 Listening To My Body |
| SM.PK.8. Describe similarities and differences in the environment using the five senses. | <ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell • Science Investigation <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Senses | <ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| PHYSICAL SCIENCE | | |
| Develop awareness of observable properties of objects and materials. | | |
| <p>P.PK.1. Manipulate and explore a wide variety of objects and materials.</p> | <ul style="list-style-type: none"> • Materials • Magnets <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Materials | <ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 4, Pg. 19 Stack, Slide, Roll |
| <p>P.PK.2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).</p> | <ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Book: The Shape of Things • Materials • Order Size <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Materials • MS: PreK: Science: Objects | <ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume |
| <p>P.PK.3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).</p> | <ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat • Book: Up in the Air • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Position | <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 • Unit 5, Pg. 242 Long Lewie: Position Words |
| <p>P.PK.4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).</p> | <ul style="list-style-type: none"> • Book: Mr. Mario's Neighborhood • Science Investigation • Push and Pull • Magnets <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Forces | <ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 4, Pg. 19 Stack, Slide, Roll |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| LIFE SCIENCE | | |
| Acquire scientific knowledge related to life science. | | |
| <p>L.PK.1. Name, describe, and distinguish plants, animals, and people by observable characteristics</p> | <ul style="list-style-type: none"> • Songs: Plant or Animal; Vertebrates; Invertebrates; Birds; Fish • Books: Guess What I Am; Creepy Crawlers • Plant or Animal • Plants • Mammals • Birds • Amphibians • Fish • Insects • Spiders • Worms • Animal Groups <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Plant or Animal • MS: PreK: Science: Plants • MS: PreK: Science: Animals | <ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? |
| <p>L.PK.2. Describe plant, animal, and human life cycles</p> | <ul style="list-style-type: none"> • Book: A Seed Grows • Plant Life Cycle and Growth • Animal Life Cycle and Growth <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Life Cycles | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 296 We Are All Growing |
| <p>L.PK.3. Describe the needs of living things</p> | <ul style="list-style-type: none"> • Books: Mela’s Water Pot; Everybody Needs to Eat • Sun • Plants Need Water • Animals Need Water • Plants and Animals Need Air <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Needs of Living Things | <ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? |
| <p>L.PK.4. Compare and contrast characteristics of living and nonliving things</p> | <ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Living and Nonliving Things | <ul style="list-style-type: none"> • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| EARTH SCIENCE | | |
| Apply scientific knowledge related to earth science and space. | | |
| <p>E.PK.1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).</p> | <ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like, A Book About Seasons • Summer • Fall • Winter • Spring • Weather • Calendar/Graph Weather • Clouds <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Weather • MS: PreK: Science: Seasons | <ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report |
| <p>E.PK.2. Identify characteristics of the clouds, sun, moon, and stars.</p> | <ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations • Clouds <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Clouds • MS: PreK: Science: Sun • MS: PreK: Science: Moon • MS: PreK: Science: Stars | <ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteors |
| <p>E.PK.3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).</p> | <ul style="list-style-type: none"> • Song: I Am Part of All I See • Rocks • Soil <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Science: Natural Objects | <ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? |

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| TECHNOLOGY | | |
| Identify and explore a variety of technology tools. | | |
| T.PK.1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information. | <ul style="list-style-type: none"> Science Investigation Science Tools Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Science: Science Tools | <ul style="list-style-type: none"> Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 7, Pg. 141 Tool Workshop |
| T.PK.2. Use technology tools to gather and/or communicate information. | <ul style="list-style-type: none"> Science Tools Weather Tools Science Observation: From Egg to Chick Calendar/Graph Weather | <ul style="list-style-type: none"> Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 7, Pg. 141 Tool Workshop |
| T.PK.3. With prompting and support, invent and construct simple objects or structures using technology tools. | <ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Wilbur and Orville Wright Materials Magnets Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Science: Inventions | <ul style="list-style-type: none"> Unit 4, Pg. 28 Classroom Block Play Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 141 Tool Workshop |
| APPROACHES TO LEARNING STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| PLAY | | |
| Engage in play. | | |
| APL.P.PK.1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play. | 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. 76 Taking Turns Game Unit 4, Pg. 66 Good Friends Activity: Two Friends |
| APL.P.PK.2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). | <ul style="list-style-type: none"> Pretend Play Clubhouse | <ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 203 Spring Gallop! |
| APL.P.PK.3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language). | <ul style="list-style-type: none"> Pretend Play Clubhouse Perfect Present Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Approaches to Learning: Creativity | <ul style="list-style-type: none"> Unit 2, Pg. 242 Dramatic Play: Pet Store Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency! Unit 4, Pg. 6 Dramatic Play: Radiologist's Office |

MISSISSIPPI EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN 2018

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Engage in play <i>continued</i>. | | |
| APL.P.PK.4. Demonstrate active engagement in play. | <ul style="list-style-type: none"> Pretend Play Clubhouse Marmot's Basket Find Me! Where's Papa? Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Approaches to Learning: Engagement in Play | <ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing rules Unit 1, Pg. 88 Let's Play Dramatic Play Activities |
| CURIOSITY AND INITIATIVE | | |
| Demonstrate curiosity and initiative. | | |
| APL.CI.PK.1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments. | <ul style="list-style-type: none"> Perfect Present Party Time Science Investigation Pretend Play Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Approaches to Learning: New Experiences | <ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing rules Unit 1, Pg. 13 Going On a Bear Hunt Unit 1, Pg. 88 Let's Play Dramatic Play Activities |
| APL.CI.PK.2. Ask questions to seek new information. | <ul style="list-style-type: none"> Science Investigation Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Approaches to Learning: Ask Questions | <ul style="list-style-type: none"> Unit 1, Pg. 38 Illustration Investigation Unit 1, Pg. 50 Follow the Apples Investigation Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 3, Pg. 365 Seed Investigation Unit 4, Pg. 86 Fish Investigation |
| APL.CI.PK.3. Make independent choices. | <ul style="list-style-type: none"> Perfect Present Squirrel's Sketches Soup's On! Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Approaches to Learning: Independent Choices | <ul style="list-style-type: none"> Unit 2, Pg. 232 Wash the Tables! Unit 4, Pg. 120 Monarch of the Animals Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 198 Program Decorations Unit 7, Pg. 212 It's Different, But It's Good! |
| APL.CI.PK.4. Approach tasks and activities with flexibility, imagination, and inventiveness. | <ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Perfect Present Squirrel's Sketches Soup's On! Where's Papa? Find Me! Science Investigation Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Approaches to Learning: Flexibility | <ul style="list-style-type: none"> Unit 2, Pg. 232 Wash the Tables! Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 4, Pg. 112 I Can Book Unit 4, Pg. 120 Monarch of the Animals Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 198 Program Decorations Unit 7, Pg. 212 It's Different, But It's Good! Unit 7, Pg. 246 I Know |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| PERSISTENCE AND ATTENTIVENESS | | |
| Demonstrate persistence and attentiveness. | | |
| APL.PA.PK.1. Follow through to complete a task or activity. | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 110 Plan, Do, Review |
| APL.PA.PK.2. Demonstrate the ability to remain engaged in an activity or experience. | Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. | <ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 1, Pg. 110 Plan, Do, Review |
| APL.PA.PK.3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink). | 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. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver |
| PROBLEM-SOLVING SKILLS | | |
| Demonstrate problem-solving skills. | | |
| APL.PS.PK.1. Identify a problem or ask a question. | <ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like George Washington Carver • Science Investigation <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Approaches to Learning: Ask Questions | <ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 6, Pg. 20 May I Help Game |
| APL.PS.PK.2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error). | 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. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver |
| APL.PS.PK.3. Apply prior learning and experiences to build new knowledge. | | <ul style="list-style-type: none"> • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 1, Pg. 88 Let’s Play • Unit 1, Pg. 96 Friendly Musical Chairs |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| SOCIAL DEVELOPMENT | | |
| Build and maintain relationships with others. | | |
| <p>SED.SD.PK.1. Interact appropriately with familiar adults.</p> <ul style="list-style-type: none"> SED.SD.PK.1a. Communicate to seek out help with difficult task, to find comfort, and to obtain security. | <p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Social and Emotional: Seek Help | <ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It |
| <p>SED.SD.PK.1b. Engage with a variety of familiar adults for a specific purpose.</p> | <ul style="list-style-type: none"> Find Me! Where's Papa? <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Social and Emotional: Interact with Adults | <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 |
| <p>SED.SD.PK.2. Interact appropriately with other children.</p> <ul style="list-style-type: none"> SED.SD.PK.2a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). | <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> <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Social and Emotional: Interact with Other Children | <ul style="list-style-type: none"> 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 7, Pg. 249 Friendship |
| <p>SED.SD.PK.2b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</p> | <ul style="list-style-type: none"> Clubhouse Marmot's Basket Pretend Play <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Social and Emotional: Interact with Other Children | <ul style="list-style-type: none"> Dramatic Play Activities Introduction, Pg. 9 Block Center Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? |
| <p>SED.SD.PK.2c. Ask permission to use items or materials of others.</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. 10 Introduction to Centers Unit 2, Pg. 169 Personal Space Circle Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? |
| <p>SED.SD.PK.2d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").</p> | | <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 |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Build and maintain relationships with others <i>continued</i>. | | |
| SED.SD.PK.3. Express empathy and care for others. <ul style="list-style-type: none"> • SED.SD.PK.3a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). | <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Papa’s Thumb Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Empathy | <ul style="list-style-type: none"> • 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 7, Pg. 249 Friendship |
| SED.SD.PK.3b. Offer and accept encouraging and courteous words to demonstrate kindness. | <ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • Musical Mayhem • It’s Not Fair! Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Empathy | <ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend |
| SED.SD.PK.3c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”). | <ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Empathy | <ul style="list-style-type: none"> • Dramatic Play Activities • Unit 3, Pg. 367 Animal Beat • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling |
| Work productively toward common goals and activities. | | |
| SED.SD.PK.4. Participate successfully as a member of a group. <ul style="list-style-type: none"> • SED.SD.PK.4a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Interact with Other Children | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 203 Spring Gallop! |
| SED.SD.PK.4b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). | <ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Interact with Other Children | <ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| <i>Work productively toward common goals and activities continued.</i> | | |
| SED.SD.PK.4c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities). | <ul style="list-style-type: none"> Soup’s On! Do I Have To? Dinner Time The Picnic Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Social and Emotional: Assigned Duties | <ul style="list-style-type: none"> Unit 2, Pg. 232 Wash the Tables! Unit 4, Pg. 120 Monarch of the Animals Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 198 Program Decorations Unit 7, Pg. 212 It’s Different, But It’s Good! |
| SED.SD.PK.5. Join ongoing activities in acceptable ways. <ul style="list-style-type: none"> SED.SD.PK.5a. Express to others a desire to play (e.g., say, “I want to play.”). | <ul style="list-style-type: none"> Find Me! Where’s Papa? | <ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 6, Pg. 10 Please and Thank You Unit 6, Pg. 20 Excuse Me Game Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? |
| SED.SD.PK.5b. Lead and follow. | <ul style="list-style-type: none"> Clubhouse Marmot’s Basket Pretend Play | <ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? Unit 7, Pg. 242 Simon Says Blending |
| SED.SD.PK.5c. Move into group with ease. | <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 6, Pg. 10 Please and Thank You Unit 6, Pg. 20 Excuse Me Game Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? |
| SED.SD.PK.6. Resolve conflicts with others. <ul style="list-style-type: none"> SED.SD.PK.6a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”). | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. Classroom Playlist <ul style="list-style-type: none"> MS: PreK: Social and Emotional: Resolve Conflicts | <ul style="list-style-type: none"> Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver Unit 6, Pg. 107 How to Solve a Problem Unit 6, Pg. 121 Problem Solving: Fair Division |
| SED.SD.PK.6b. With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”). | 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 6, Pg. 10 Please and Thank You Unit 6, Pg. 20 Excuse Me Game |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| EMOTIONAL DEVELOPMENT | | |
| Demonstrate awareness of self and capabilities. | | |
| SED.ED.PK.1. Demonstrate trust in self. <ul style="list-style-type: none"> • SED.ED.PK.1a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”). | <ul style="list-style-type: none"> • Squirrel’s Sketches Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Positive Statements | <ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • 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 |
| SED.ED.PK.1b. Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”). | <ul style="list-style-type: none"> • Lost and Found • It’s Not Fair! Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Positive Statements | <ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... Family Resources <ul style="list-style-type: none"> • Emotion Cards English Spanish • Guess How I’m Feeling English Spanish • Panda and Tornado English Spanish |
| SED.ED.PK.2. Develop personal preferences. <ul style="list-style-type: none"> • SED.ED.PK.2a. Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”). | <ul style="list-style-type: none"> • Science Investigations • Find Me! Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Independence | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 24 What Do Scientists Do? • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 203 Spring Gallop! |
| SED.ED.PK.2b. Select and complete tasks (e.g., finish a puzzle or drawing). | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 4, Pg. 112 I Can Book |
| SED.ED.PK.3. Show flexibility, inventiveness, and interest in solving problems. <ul style="list-style-type: none"> • SED.ED.PK.3a. Make alternative choices (e.g., move to another area when a center is full). | <ul style="list-style-type: none"> • Musical Mayhem • Marmot’s Basket Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Flexibility | <ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Introduction, Pg. 16 Sensory Table • Dramatic Play Activities • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 13 We’re All Happy • Unit 6, Pg. 107 How to Solve a Problem |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Demonstrate awareness of self and capabilities <i>continued.</i> | | |
| SED.ED.PK.3b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 4, Pg. 74 It's Okay to Say No • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem |
| SED.ED.PK.4. Know personal information. <ul style="list-style-type: none"> • SED.ED.PK.4a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color). | <ul style="list-style-type: none"> • Name Game <i>Classroom Playlist</i> <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Describes Self | <ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend |
| SED.ED.PK.4b. Refer to self by first and last name. | <ul style="list-style-type: none"> • Name Game <i>Classroom Playlist</i> <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Refer to Self | <ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 74 Name Magnets • Unit 1, Pg. 96 Friendly Musical Chairs |
| SED.ED.PK.4c. Know parents'/ guardians' names. | | <ul style="list-style-type: none"> • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 288 Journal My Family |
| Recognize and adapt expressions, behaviors, and actions. | | |
| SED.ED.PK.5. Show impulse control with body and actions. SED.ED.PK.5a. Control own body in space (e.g., move safely through room without harm to self or others). | <ul style="list-style-type: none"> • Pretend Play • Clubhouse | <ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 5, Pg. 233 Slide Like a Snail • Unit 7, Pg. 187 Pathways in Space |
| SED.ED.PK.5b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing). | <ul style="list-style-type: none"> • Soup's On! • Dinner Time <i>Classroom Playlist</i> <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Follow Procedures | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center |
| SED.ED.PK.5c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story). | <ul style="list-style-type: none"> • Soup's On! <i>Classroom Playlist</i> <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Transitions | <ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Recognize and adapt expressions, behaviors, and actions <i>continued</i>. | | |
| SED.ED.PK.6. Manage emotions. <ul style="list-style-type: none"> • SED.ED.PK.6a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). | <ul style="list-style-type: none"> • It's Not Fair! • Lost and Found Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Manage Emotions | <ul style="list-style-type: none"> • Unit 1, Pg. 39 Quiet Time • Unit 2, Pg. 214 Garbage Elves • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... |
| SED.ED.PK.6b. With prompting and support, recognize emotions (e.g., "I am really mad."). | Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose." Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Recognize Emotions | <ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... |
| SED.ED.PK.6c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy."). | <ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Where's Papa? • Party Time! • Soup's On! • Find Me Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Express Feelings | <ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... |
| SED.ED.PK.6d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck."). | <ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Squirrel's Blocks • Lost Dinosaur Classroom Playlist <ul style="list-style-type: none"> • MS: PreK: Social and Emotional: Express Frustration | <ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth |
| SED.ED.PK.7. Follow procedures and routines with teacher support. <ul style="list-style-type: none"> • SED.ED.PK.7a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). | While interacting with Waterford Early Learning, children listen to and follow multi-step directions. | <ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Recognize and adapt expressions, behaviors, and actions <i>continued</i>. | | |
| SED.ED.PK.7b. Use materials with care and safety (e.g., use scissors to cut paper). | 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. 19 Birthday Cupcakes • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 165 Safe Smelling • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |
| SED.ED.PK.7c. Take turns sharing information with others (e.g., interact during group time). | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> • 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 7, Pg. 249 Friendship |
| SED.ED.PK.8. Demonstrate flexibility in adapting to different environments. <ul style="list-style-type: none"> • SED.ED.PK.8a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom). | | <ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip |
| SED.ED.PK.8b. Follow rules (e.g., use outside voice, use inside voice) in different settings. | | <ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip <p>Family Resources</p> <ul style="list-style-type: none"> • Good Playing Rules English Spanish |
| PHYSICAL DEVELOPMENT STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| GROSS MOTOR SKILLS | | |
| Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities. | | |
| PD.GM.PK.1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm). | <ul style="list-style-type: none"> • Books: Legs; Fawn Eyes • Songs: I Touch My Nose Like This • Parts of the Face • Body Parts <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Physical Development: Gross Motor | <ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 6, Pg. 7 Dramatic Play: Gym |
| PD.GM.PK.2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball). | | <ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 6, Pg. 7 Dramatic Play: Gym |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities. | | |
| PD.GM.PK.3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet). | | <ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course |
| PD.GM.PK.4. Use various types of equipment (e.g., playground equipment, tricycles, slides). | | <ul style="list-style-type: none"> • Unit 6, Pg. 122 Obstacle Course |
| PD.GM.PK.5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping). | | <ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course |
| FINE MOTOR SKILLS | | |
| Demonstrate competency in fine motor skills needed to perform a variety of physical activities. | | |
| PD.FM.PK.1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle). | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. | <ul style="list-style-type: none"> • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 1, Pg. 114 Snip, Snip, Cut |
| Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities. | | |
| PD.FM.PK.2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects). | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. | <ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip • Introduction, Pg. 8 Art Center • Introduction, Pg. 17 Writing Center |
| PD.FM.PK.3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper). | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. | <ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Participate in fine motor activity for self-expression and/or social interaction. | | |
| PD.FM.PK.4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 56 Pencil Grip • Unit 2, Pg. 181 Introducing Journals |
| PD.FM.PK.5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play). | | <ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes |
| Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities. | | |
| PD.FM.PK.6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self). | | <ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth |
| SELF-CARE, HEALTH, AND SAFETY SKILLS | | |
| Demonstrate an awareness and practice of safety rules. | | |
| PD.SC.PK.1. With prompting and support, identify safety rules (e.g., classroom, home, community). | <ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Physical Development: Safety Rules | <ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |
| PD.SC.PK.2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations. | <ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety <p>Classroom Playlist</p> <ul style="list-style-type: none"> • MS: PreK: Physical Development: Safety Rules | <ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <p>Family Resources</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids English Spanish • Fire Safety Activities for Kids English Spanish |
| PD.SC.PK.3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures. | 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"> • Dance and Movement Activities • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
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| Demonstrate an emerging (developing) use of standard health practices. | | |
| <p>PD.SC.PK.4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).</p> | <ul style="list-style-type: none"> Song: Health Books: We All Exercise; The Germs Exercise and Rest Germs Avoid Germs and Prevent Illness Healthy Food <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Physical Development: Health: | <ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing Unit 3, Pg. 319 Plant Part Salad Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile (Yoga) Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth! Unit 7, Pg. 205 Healthy Eating <p>Family Resources</p> <ul style="list-style-type: none"> Hand Washing Rebus English Spanish |
| <p>PD.SC.PK.5. With prompting and support, participate in a variety of physical activities.</p> | <ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Physical Development: Health: | <ul style="list-style-type: none"> Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile (Yoga) |
| <p>PD.SC.PK.6. With prompting and support, identify nutritious foods.</p> | <ul style="list-style-type: none"> Song: Health Healthy Food <p>Classroom Playlist</p> <ul style="list-style-type: none"> MS: PreK: Physical Development: Health: Healthy Food | <ul style="list-style-type: none"> Unit 1, Pg. 60 Snack Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack <p>Family Resources</p> <ul style="list-style-type: none"> My Healthy Plate English Spanish Food Pictures (Healthy Eating) English Spanish |
| CREATIVE EXPRESSIONS STANDARDS (FOUR-YEAR-OLD CHILDREN) | | |
| MUSIC | | |
| Participate in music-related activities. | | |
| <p>CE.M.PK.1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.</p> | <ul style="list-style-type: none"> Mama’s Melody | <ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 1, Pg. 103 Instrument Chairs Unit 4, Pg. 57 Self-Control Musical Instruments Unit 6, Pg. 85 Storytelling with Instruments Unit 7, Pg. 215 Chicka Chicka Boom Boom Program |
| <p>CE.M.PK.2. Sing a variety of short songs.</p> | <p>Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.</p> | <ul style="list-style-type: none"> Unit 1, Pg. 22 Name Song Unit 1, Pg. 26 Singing the Alphabet Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 3, Pg. 287 Sun Safe Song Unit 7, Pg. 215 Chicka Chicka Boom Boom Program |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
|--|---|---|
| Participate in music-related activities <i>continued</i>. | | |
| CE.M.PK3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions). | Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program. | <ul style="list-style-type: none"> • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program |
| CE.M.PK4. With prompting and support, identify fast and slow tempos and simple elements of music. | | <ul style="list-style-type: none"> • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 120 Listen to the Beat |
| CE.M.PK5. With prompting and support, recognize a wide variety of sounds and songs from other cultures. | <ul style="list-style-type: none"> • Sing Around the World Songs | <ul style="list-style-type: none"> • Introduction, Pg. 28 Music in the Preschool Classroom • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 2, Pg. 233 Mambo Moves |
| DANCE AND MOVEMENT | | |
| Demonstrate understanding through the use of movement. | | |
| CE.DM.PK1. Create simple movements (e.g., twirl, turn around, skip, shake). | <ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> • MS: PreK: Creative Expression: Dance | <ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space |
| CE.DM.PK2. Respond rhythmically to different types of music (e.g., fast, slow). | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • 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. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space |

| MISSISSIPPI STANDARDS | WATERFORD DIGITAL ACTIVITIES | WATERFORD RESOURCES |
|--|---|--|
| THEATRE AND DRAMATIC PLAY | | |
| Engage in dramatic play throughout the day in a variety of centers. | | |
| CE.TD.PK.1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences. | <ul style="list-style-type: none"> Pretend Play | <ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom |
| CE.TD.PK.2. Use available materials as either realistic or symbolic props. | <ul style="list-style-type: none"> Pretend Play Soup's On! | <ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom |
| CE.TD.PK.3. Make up new roles from experiences and/or familiar stories. | <ul style="list-style-type: none"> Pretend Play | <ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom |
| CE.TD.PK.4. Imitate characteristics of animals (e.g., the sounds animals make) and of people. | <ul style="list-style-type: none"> Animal Sounds <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> MS: PreK: Creative Expression: Animal Sounds | <ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom |
| VISUAL ARTS | | |
| Create and respond to visual art. | | |
| CE.VA.PK.1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools. | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> MS: PreK: Creative Expression: Art | <ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 7, Pg. 139 Painting My Feelings Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk |
| CE.VA.PK.2. Create artwork that reflects an idea, theme, or story. | <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 Unit 7, Pg. 139 Painting My Feelings Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk |
| CE.VA.PK.3. Describe own art work. | <ul style="list-style-type: none"> Squirrel's Sketches | <ul style="list-style-type: none"> Unit 2, Pg. 256 Polly's Tea Unit 3, Pg. 370 Shades of Paint Unit 7, Pg. 139 Painting My Feelings Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk |

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; 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

Marching Band Counting, Flower Counting, Country 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 Fish to Catch; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 On the Beach; 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

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; My Dinosaur; 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?; Dev and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

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).