

# 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 FROG STREET PRE-K SCOPE AND SEQUENCE

### CORRELATION DESCRIPTION

This document aligns Frog Street to [Waterford.org](https://www.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](https://teacher.waterford.org).

### 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](#).

# TABLE OF CONTENTS

<b>I. SOCIAL-EMOTIONAL DEVELOPMENT DOMAIN</b> .....	<b>1</b>	<b>VII. SOCIAL STUDIES DOMAIN</b> .....	<b>16</b>
<b>II. LANGUAGE AND COMMUNICATION</b> .....	<b>1</b>	A. People, Past, and Present Skills .....	16
A. Listening Comprehension Skills .....	1	B. Economics Skills .....	16
B. Speaking (Conversation) Skills .....	2	C. Geography Skills .....	17
C. Speech Production Skills .....	3	D. Citizenship Skills .....	17
D. Vocabulary Skills .....	4	<b>VIII. FINE ARTS DOMAIN</b> .....	<b>17</b>
E. Structure Skills .....	4	A. Art Skills .....	17
<b>III. EMERGENT LITERACY READING DOMAIN</b> .....	<b>6</b>	B. Music Skills .....	18
A. Motivation to Read Skills .....	6	<b>IX. PHYSICAL DEVELOPMENT DOMAIN</b> .....	<b>18</b>
B. Phonological Awareness Skills .....	7	A. Gross Motor Development Skills .....	18
C. Speech Production Skills .....	8	B. Fine Motor Development Skills .....	19
D. Comprehension of Text Read-Aloud Skills .....	8	C. Personal Safety and Healthy Skills .....	19
E. Print Concepts .....	9	<b>X. TECHNOLOGY APPLICATIONS DOMAIN</b> .....	<b>20</b>
<b>IV. EMERGENT LITERACY WRITING DOMAIN</b> .....	<b>9</b>	<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>21</b>
A. Motivation to Write Skills .....	9	<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....	<b>24</b>
B. Writing as a Process .....	9		
C. Conventions in Writing .....	10		
<b>V. MATHEMATICS DOMAIN</b> .....	<b>10</b>		
A. Counting Skills .....	10		
B. Adding to/Taking Away Skills .....	12		
C. Geometry and Spatial Sense Skills .....	12		
D. Measurement Skills .....	13		
E. Classification and Patterns Skills .....	13		
<b>VI. SCIENCE DOMAIN</b> .....	<b>14</b>		
A. Physical Science Skills .....	14		
B. Life Science Skills .....	14		
C. Earth and Space Science Skills .....	15		



# FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>I. SOCIAL-EMOTIONAL DEVELOPMENT DOMAIN</b>		
<p>The Social-Emotional Guidelines are integrated into the instruction within Frog Street Pre-K beginning with the Greeting Circle and extending throughout the day to the Closing Circle. Classroom management strategies, character education (two focus traits each month), emotional intelligence, and social skills are taught daily through active, hands-on activities based on Becky Bailey's Conscious Discipline®. Children practice using the skills and strategies as a part of their daily routine.</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 2</a>, Pg. 206 Good Friends, Good Listeners</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<b>II. LANGUAGE AND COMMUNICATION</b>		
<b>A. Listening Comprehension Skills</b>		
<p>II.A.1. shows understanding by responding appropriately</p>	<p>Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 2</a>, Pg. 206 Good Friends, Good Listeners</li> <li>• <a href="#">Unit 2</a>, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>
<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three step directions ELL: Child shows understanding by following one to two-step oral directions in English.</p>	<p>While interacting with Waterford, children listen to and follow multi-step directions.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Introduction to Centers</li> <li>• <a href="#">Unit 1</a>, Pg. 11 Clean Up and Center Review</li> <li>• <a href="#">Unit 2</a>, Pg. 246 I Touch My Nose Like This: Follow Me</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>A. Listening Comprehension Skills <i>continued</i></b>		
II.A.3. Child shows understanding of the language being spoken by teachers and peers. ELL: Child shows understanding of the language being spoken by English-speaking teachers and peers	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 136 Find Someone Who Has...</li> <li>• <a href="#">Unit 1</a>, Pg. 116 What Is It and Who Has It?</li> <li>• <a href="#">Unit 1</a>, Pg. 11 Clean Up and Center Review</li> <li>• <a href="#">Unit 2</a>, Pg. 206 Good Friends, Good Listeners</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>B. Speaking (Conversation) Skills</b>		
II.B.1. Child is able to use language for different purposes.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
II.B.2. Child engages in conversations in appropriate ways.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
II.B.3. Child provides appropriate information for various situations.	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
II.B.4. Child demonstrates knowledge of verbal conversational rules.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table; Please</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>B. Speaking (Conversation) Skills <i>continued</i></b>		
II.B.5. Child demonstrates knowledge of nonverbal conversational rule.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 13 We're All Happy</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
II.B.6. Child matches language to social contexts.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
<b>C. Speech Production Skills</b>		
II.C.1. Child's speech is understood by teacher and other adults.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 136 Find Someone Who Has...</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
II.C.2. Child receives differences between similar sounding words.	<ul style="list-style-type: none"> <li>• Phoneme Substitution</li> <li>• Rhyme Match</li> <li>• Rhyme With Me</li> <li>• Rhyming Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 2</a>, Pg. 194 Jack and Jill Rhyme Discrimination</li> </ul>
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. ELL: Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.	<ul style="list-style-type: none"> <li>• Blend Every Sound (Phonemes)</li> <li>• Phoneme Segmentation</li> <li>• What Do You Hear?</li> <li>• Where is the Sound?</li> <li>• Blend Individual Phonemes</li> <li>• Blend Onset/Rime Sounds</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 1</a>, Pg. 118 Sound Order</li> <li>• <a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• <a href="#">Unit 6</a>, Pg. 46 Listening Activity: Opposites Onset-Rime</li> <li>• <a href="#">Unit 7</a>, Pg. 224 Listening Activity: Blending Phonemes March</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>D. Vocabulary Skills</b>		
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Book: Mine</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li><a href="#">Unit 1</a>, Pg. 145 What's in the Bag?</li> <li><a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li><a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> </ul>
II.D.2. Child demonstrates understanding of terms used in instruction.	While interacting with Waterford children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li><a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li><a href="#">Unit 1</a>, Pg. 36 Jump Up and Down Transition</li> </ul>
II.D.3. Child demonstrates understanding of more words than uses	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li><a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li><a href="#">Unit 5</a>, Pg. 151 Dinosaur Stomp</li> </ul>
II.D.4. Child uses a large speaking vocabulary, adding several new words daily	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li><a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li><a href="#">Unit 5</a>, Pg. 151 Dinosaur Stomp</li> </ul>
II.D.5. Child increases listening vocabulary and begins to develop and use vocabulary of object names and common phrases.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li><a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li><a href="#">Unit 5</a>, Pg. 151 Dinosaur Stomp</li> </ul>
II.D.6.ELL: Child increases listening vocabulary. Begins to develop vocabulary of object names and common phrases in English.	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li><a href="#">Introduction</a>, Pg. 21 Supporting Dual Language Learners</li> <li><a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li><a href="#">Unit 5</a>, Pg. 151 Dinosaur Stomp</li> </ul>
<b>E. Structure Skills</b>		
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li><a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li><a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li><a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<ul style="list-style-type: none"> <li>Songs: Apostrophe Pig; More Than One Plural Nouns</li> <li>Irregular Plurals</li> <li>Past Tense Verbs</li> <li>Possessive Nouns</li> <li>More Than</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 51 Fancy Rhyming</li> <li><a href="#">Unit 1</a>, Pg. 136 Find Someone Who Has...</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>E. Structure Skills <i>continued</i></b>		
II.E.3. Child uses sentences with more than one phrase.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>
II.E.4. Child combines more than one idea using complex sentences.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>
II.E.5. Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>
II.E.6.ELL: Child engages in various forms of nonverbal communication with those who do not speak her native language.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>



FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>E. Structure Skills <i>continued</i></b>		
II.E.7. ELL: Child uses single words and simple phrases to communicate meaning in social situations.	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
II.E.8. ELL: Child attempts to use new vocabulary and grammar in speech.	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<b>III. EMERGENT LITERACY READING DOMAIN</b>		
<b>A. Motivation to Read Skills</b>		
III.A.1. Child engages in pre-reading and reading- related activities.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> </ul>
III.A.2. Child self selects books and other written materials to engage in pre-reading behaviors	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> </ul>
III.A.3. Child recognizes that text has meaning.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Words in Your World</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>B. Phonological Awareness Skills</b>		
III.B.1. Child separates a normally spoken four- word sentence into individual words.	<ul style="list-style-type: none"> <li>Segment Spoken Sentences</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
III.B.2. Child combines words to make a compound word.	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 332 Compound Word Introduction: Blending Fire Words</li> <li><a href="#">Unit 3</a>, Pg. 360 Blend Compound Words: My Valentine</li> <li><a href="#">Unit 4</a>, Pg. 4 Listening Activity: Where is Thumbkin? Compound Words</li> <li><a href="#">Unit 4</a>, Pg. 16 Listening Activity: Blend Farm Compound Words</li> </ul>
III.B.3. Child deletes a word from a compound word.	<ul style="list-style-type: none"> <li>Syllable Deletion With Compound Words</li> </ul>	
III.B.4. Child blends syllables into words.	<ul style="list-style-type: none"> <li>Blend Spoken Syllables</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 5</a>, Pg. 182 Hair: Syllable Blend and Letter Sound /h/</li> <li><a href="#">Unit 5</a>, Pg. 172 Go, Grasshopper: Syllable Blend and Letter sound /g/</li> <li><a href="#">Unit 5</a>, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> </ul>
III.B.5. Child can segment a syllable from a word.	<ul style="list-style-type: none"> <li>Syllable Safari</li> <li>Syllable</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 5</a>, Pg. 202 Circus Syllables</li> <li><a href="#">Unit 5</a>, Pg. 172 Go, Grasshopper: Syllable Blend and Letter sound /g/</li> <li><a href="#">Unit 5</a>, Pg. 144 Listening Activity: Elephant Syllables</li> </ul>
III.B.6. Child can recognize rhyming words.	<ul style="list-style-type: none"> <li>Rhyme With Me</li> <li>Rhyming Words</li> <li>Rhyme Match</li> <li>Rhyme</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li><a href="#">Unit 4</a>, Pg. 34 Listening Activity: Rhyme Review</li> <li><a href="#">Unit 1</a>, Pg. 51 Fancy Rhyming</li> <li><a href="#">Unit 2</a>, Pg. 199 Rhyme Race</li> <li><a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Match Initial Sounds</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/</li> <li><a href="#">Unit 6</a>, Pg. 56 Listening Activity: Initial Sounds</li> <li><a href="#">Unit 6</a>, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/</li> </ul>
III.B.8. Child blends onset and rime to form a familiar one-syllable word with and without pictorial support.	<ul style="list-style-type: none"> <li>Blend Onset/Rime Sounds</li> <li>Blending Riddles: Onset/Rime</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> <li><a href="#">Unit 6</a>, Pg. 26 Listening Activity: I Spy Onset-Rime</li> <li><a href="#">Unit 6</a>, Pg. 46 Listening Activity: Opposites Onset-Rime</li> </ul>
III.B.9. Child recognizes and blends two phonemes into real words with pictorial support.	<ul style="list-style-type: none"> <li>Blend Onset/Rime Sounds</li> <li>Blending Riddles: Onset/Rime</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> <li><a href="#">Unit 6</a>, Pg. 26 Listening Activity: I Spy Onset-Rime</li> <li><a href="#">Unit 6</a>, Pg. 46 Listening Activity: Opposites Onset-Rime</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>C. Speech Production Skills</b>		
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	<ul style="list-style-type: none"> <li>• ABC Song</li> <li>• Letters Introduction</li> <li>• Letter Match</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name that Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 1</a>, Pg. 12 Alphabet Instruction</li> <li>• <a href="#">Unit 1</a>, Pg. 26 Singing the Alphabet</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> <li>• <a href="#">Unit 4</a>, Pg. 46 Lowercase Letters</li> </ul>
III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	<ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Letter Sound Screening</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
III.C.3. Child produces at least 20 distinct-letter sound correspondences in the language of instruction.	<ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Letter Sound Screening</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
<b>D. Comprehension of Text Read-Aloud Skills</b>		
III.D.1. Child retells or re-enacts a story after it is read aloud.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
III.D.3. Child asks and answers appropriate questions about the text read aloud.	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• <a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> </ul>
III.D.4 Child will make inferences and predictions about text.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-Cake: Dough Time</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>E. Print Concepts</b>		
III. E.1. Child can distinguish between elements of print including letters, words, and pictures.	<ul style="list-style-type: none"> <li>Distinguish Letters</li> <li>Explain Numbers</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li><a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>
III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li><a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> <li>Story Time Activities</li> </ul>
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<ul style="list-style-type: none"> <li>Songs: Sentence Marks; What Is a Sentence?</li> <li>Sentence Marks</li> <li>Sentences</li> <li>Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li><a href="#">Unit 3</a>, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
<b>IV. EMERGENT LITERACY WRITING DOMAIN</b>		
<b>A. Motivation to Write Skills</b>		
IV.A.1. Child intentionally uses marks to record language and verbally shares the meaning.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.		<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
<b>B. Writing as a Process</b>		
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/ small group writing activities.		<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.		<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
IV.B.3. Child shares and celebrates class-made and individual written products.		<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>C. Conventions in Writing</b>		
IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	<ul style="list-style-type: none"> <li>Name Game</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li><a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li><a href="#">Unit 1</a>, Pg. 74 Name Magnets</li> </ul>
IV.C.2. Child moves from scribbles to some letter- sound correspondence using beginning and ending sounds when writing.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
IV.C.3. Child independently uses letters to make words or parts of words.	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
IV.C.4. Child uses appropriate directionality when writing (top to bottom; left to right).	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
IV.C.5. Child begins to experiment with punctuation when writing.	<ul style="list-style-type: none"> <li>Song: Sentence Marks</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
<b>V. MATHEMATICS DOMAIN</b>		
<b>A. Counting Skills</b>		
V.A.1. Child knows that objects, or parts of an object, can be counted.	<ul style="list-style-type: none"> <li>Counting Song</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Counting Puzzle</li> <li>Bug Bits</li> <li>Number Books</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 1</a>, Pg. 23 Counting and Attendance</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>
V.A.2. Child uses words to rote count from 1 to 30.	<ul style="list-style-type: none"> <li>Counting Song</li> <li>Number Counting</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 1</a>, Pg. 23 Counting and Attendance</li> </ul>
V.A.3. Child counts 1 -10 items, one count per item.	<ul style="list-style-type: none"> <li>Counting Song</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Match Numbers</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 5</a>, Pg. 180 Arrange and Count 7</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>A. Counting Skills <i>continued</i></b>		
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	<ul style="list-style-type: none"> <li>Counting Song</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Match Numbers</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 170 Mad Dash Number Match</li> <li><a href="#">Unit 5</a>, Pg. 180 Arrange and Count 7</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	<ul style="list-style-type: none"> <li>Counting Song</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Match Numbers</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 5</a>, Pg. 171 Quantities to 7</li> <li><a href="#">Unit 5</a>, Pg. 180 Arrange and Count 7</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> <li><a href="#">Unit 6</a>, Pg. 19 Quantities to 9</li> <li><a href="#">Unit 6</a>, Pg. 105 Quantities to 10</li> </ul>
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	<ul style="list-style-type: none"> <li>Counting Song</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Match Numbers</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 170 Mad Dash Number Match</li> <li><a href="#">Unit 5</a>, Pg. 180 Arrange and Count 7</li> </ul>
V.A.7. Child uses the verbal ordinal terms.	<ul style="list-style-type: none"> <li>Song: Ordinals</li> <li>Ordinal Numbers</li> </ul>	
V.A.8. Verbally identifies, without counting, the number of objects from 1 to 5.	<ul style="list-style-type: none"> <li>Moving Target Dots</li> <li>Bug Bits</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 40 Math: Same Two</li> <li><a href="#">Unit 1</a>, Pg. 150 Arrange and Count 4</li> <li><a href="#">Unit 2</a>, Pg. 170 Mad Dash Number Match</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> </ul>
V.A.9. Recognizes one-digit numerals, 0 - 9.	<ul style="list-style-type: none"> <li>Counting Song</li> <li>Number Songs</li> <li>Number Instruction</li> <li>Number Practice</li> <li>Math Books</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Read and Write Number Activities</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>B. Adding to/Taking Away Skills</b>		
V.B.1. Child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 5 objects.	<ul style="list-style-type: none"> <li>Song: Bee Happy Addition</li> <li>Add Groups</li> <li>Act Out Addition</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 83 Ten Frame Game</li> <li><a href="#">Unit 7</a>, Pg. 247 How Many Are Hiding?</li> </ul>
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.	<ul style="list-style-type: none"> <li>Song: Bakery Subtraction</li> <li>Minuends</li> <li>Subtract Groups</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 7</a>, Pg. 247 How Many Are Hiding?</li> </ul>
V.B.3. Child uses informal strategies to share or divide up to 10 items into equal groups.	<ul style="list-style-type: none"> <li>Book: Half for You and Half for Me</li> <li>Equal-part Fractions</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>C. Geometry and Spatial Sense Skills</b>		
V.C.1. Child names common shapes.		<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li><a href="#">Unit 3</a>, Pg. 299 Triangles</li> <li><a href="#">Unit 3</a>, Pg. 320 Circles</li> </ul>
V.C.2. Child creates shapes.	<ul style="list-style-type: none"> <li>Book: Imagination Shapes</li> <li>Tangrams</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 310 Make a Triangle</li> <li><a href="#">Unit 3</a>, Pg. 330 Circle Party</li> <li><a href="#">Unit 3</a>, Pg. 349 Making Shapes</li> </ul>
V.C.3. Child demonstrates use of location words (such as Over, under, above, on, beside, next to, between, in front of, near, far, etc.).	<ul style="list-style-type: none"> <li>Songs: Position Cat; Monster Trucks</li> <li>Over, Under, and Through</li> <li>Over, Under, Above, Below</li> <li>Get over the Bugs</li> <li>Inside, Outside, Between</li> <li>Above, Below, Next to, On</li> <li>First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li><a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> <li><a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li><a href="#">Unit 5</a>, Pg. 242 Long Lewie: Position Words and Letter Sound /l/</li> <li><a href="#">Unit 5</a>, Pg. 236 Listening Activity: Position Word Syllables</li> </ul>
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Marmot Shapes</li> <li>Simple Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li><a href="#">Unit 3</a>, Pg. 299 Triangles</li> <li><a href="#">Unit 3</a>, Pg. 320 Circles</li> <li><a href="#">Unit 3</a>, Pg. 375 Shape Hunt</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>D. Measurement Skills</b>		
V.D.1. Child recognizes and compares heights or lengths of people or objects.	<ul style="list-style-type: none"> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Length</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> </ul>
V.D.2. Child recognizes how much can be placed within an object.	<ul style="list-style-type: none"> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 199 Volume</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
V.D.3. Child informally recognizes and compares weights of objects or people.	<ul style="list-style-type: none"> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 170 Exploring Weight</li> </ul>
V.D.4. Child uses language to describe concepts associated with the passing of time.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Calendar/Graph Weather</li> <li>• Science Observation: From Egg to Chick</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li>• <a href="#">Unit 7</a>, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
<b>E. Classification and Patterns Skills</b>		
V.E.1. Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 119 Sorting Buttons</li> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 3</a>, Pg. 338 Sort It Out</li> <li>• <a href="#">Unit 3</a>, Pg. 358 Fancy Shapes</li> </ul>
V.E.2. Child collects data and organizes it in a graphic representation.	<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li>• <a href="#">Unit 5</a>, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>• <a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> </ul>
V.E.3. Child recognizes and creates patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 38 AB Pattern Garden</li> <li>• <a href="#">Unit 4</a>, Pg. 59 ABC Patterns</li> </ul>





# FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>VI. SCIENCE DOMAIN</b>		
<b>A. Physical Science Skills</b>		
VI.A.1. Child observes, describes, investigates and discusses properties and characteristics of common objects.	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> <li>• Science Investigation Introduction</li> <li>• Simple Machines</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Sensory Table</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 1</a>, Pg. 145 What's in the Bag?</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
VI.A.2. Child observes, investigates, describes, and discusses position and motion of object.	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Monster Trucks; Get over the Bugs</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• Above, Below, Next to, On</li> <li>• First, Next, and Last</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 236 Listening Activity: Position Word Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 242 Long Lewie: Position Words and Letter Sound /l/</li> </ul>
VI.A.3. Child uses simple measuring devices to learn about objects.	<ul style="list-style-type: none"> <li>• Measurement Tools</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 170 Exploring Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 199 Volume</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
VI.A.4. Child observes, Investigates, describes, and discusses sources of energy including light, heat, and electricity.	<ul style="list-style-type: none"> <li>• Properties of Light</li> <li>• Heat Sources and Uses</li> <li>• Heat Sources</li> <li>• Light Sources</li> <li>• Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 277 Properties of Light: Flashlights and Mirrors</li> </ul>
<b>B. Life Science Skills</b>		
VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.	<ul style="list-style-type: none"> <li>• Living or Nonliving</li> <li>• Plants and Animals</li> <li>• Plants</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Worms</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 223 Living and Nonliving</li> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 2</a>, Pg. 258 Taking Care of Living Things</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 4</a>, Pg. 24 What Makes a Mammal?</li> <li>• <a href="#">Unit 4</a>, Pg. 44 What Makes a Bird?</li> <li>• <a href="#">Unit 4</a>, Pg. 76 What Makes a Fish?</li> <li>• <a href="#">Unit 4</a>, Pg. 108 What Makes an Amphibian?</li> <li>• <a href="#">Unit 5</a>, Pg. 142 What Makes a Reptile?</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>B. Life Science Skills <i>continued</i></b>		
VI.B.2. Child describes life cycles of organisms.	<ul style="list-style-type: none"> <li>• Plant Life Cycle and Growth</li> <li>• Animal Life Cycle and Growth</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li>• <a href="#">Unit 4</a>, Pg. 118 Raising Tadpoles</li> </ul>
VI.B.3. Child observes, Investigates, describes, and discusses the relationship of organisms to their environments.	<ul style="list-style-type: none"> <li>• Rainforests</li> <li>• Prairies</li> <li>• Mountains</li> <li>• Ecosystems</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Wetlands</li> </ul>	
<b>C. Earth and Space Science Skills</b>		
VI.C.1. Child observes, Investigates, describes, and discusses earth materials, and their properties and uses.	<ul style="list-style-type: none"> <li>• Natural Resources</li> <li>• Rocks</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 347 Where Does Our Water Come From?</li> </ul>
VI.C.2. Child observes, describes, and discusses objects in the sky.	<ul style="list-style-type: none"> <li>• Song: Sun Blues; The Moon</li> <li>• Sun</li> <li>• Moon Song</li> <li>• Moon</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 38 Dramatic Play: To the Moon!</li> <li>• <a href="#">Unit 6</a>, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> <li>• <a href="#">Unit 6</a>, Pg. 48 Flag On The Moon</li> </ul>
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Sun, Moon, and Earth</li> <li>• Sun</li> <li>• Moon</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> </ul>	
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	<ul style="list-style-type: none"> <li>• Care of Water</li> <li>• Care of Earth</li> <li>• Care of Air</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 347 Where Does Our Water Come From?</li> </ul>

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>VII. SOCIAL STUDIES DOMAIN</b>		
<b>A. People, Past, and Present Skills</b>		
VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Books: Mine; José Three</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 20 An Inclusive Classroom</li> <li><a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li><a href="#">Unit 3</a>, Pg. 372 Journal Prompt: My Family</li> </ul>
VII.A.2. Child identifies similarities and differences in characteristics of families.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Books: Mine; José Three</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li><a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li><a href="#">Unit 3</a>, Pg. 372 Journal Prompt: My Family</li> </ul>
VII.A.3. Child connects their life to events, time, and routines.	<ul style="list-style-type: none"> <li>Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li><a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li><a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li><a href="#">Unit 7</a>, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
<b>B. Economics Skills</b>		
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	<ul style="list-style-type: none"> <li>Books: Everybody Needs to Eat; Whatever the Weather</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> <li><a href="#">Unit 7</a>, Pg. 243 What Should I Wear?</li> </ul>
VII.B.2. Child demonstrates understanding of what it means to be a consumer.	<ul style="list-style-type: none"> <li>Song: Save Your Pennies</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li><a href="#">Unit 2</a>, Pg. 160 Dramatic Play: Restaurant</li> <li><a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
VII.B.3. Child discusses the roles and responsibilities of families, school, and community workers.		<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li><a href="#">Unit 3</a>, Pg. 326 We All Have Jobs</li> <li><a href="#">Unit 3</a>, Pg. 343 Which Hat Is Best?</li> <li><b>Family Resource</b></li> <li><a href="#">Community Helpers</a></li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>C. Geography Skills</b>		
VII.C.1. Identifies and creates common features in the natural environment.	<ul style="list-style-type: none"> <li>Book: Your Backyard</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 225 Where We Are</li> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>
VII.C.2. Child explores geography tools and resources.	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 225 Where We Are</li> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>
<b>D. Citizenship Skills</b>		
VII.D.1. Child identifies flags of the United States and resident state.		<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 48 Flag On The Moon</li> </ul>
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence.		
VII.D.3. Child engages in voting as a method for group decision-making.		<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 48 Flag On The Moon</li> </ul>
<b>VIII. FINE ARTS DOMAIN</b>		
<b>A. Art Skills</b>		
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 8 Art Center</li> <li><a href="#">Introduction</a>, Pg. 16 Sensory Table</li> <li>Visual Arts Activities</li> </ul>
VIII.A.2. Child uses art as a form of creative self-expression and representation.		<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li><a href="#">Introduction</a>, Pg. 8 Art Center</li> <li><a href="#">Introduction</a>, Pg. 16 Sensory Table</li> <li><a href="#">Unit 1</a>, Pg. 38 Eric Carle Paintings</li> <li><a href="#">Unit 2</a>, Pg. 247 Clay Portraits</li> <li><a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul>
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 8 Art Center</li> <li><a href="#">Unit 1</a>, Pg. 38 Eric Carle Paintings</li> <li><a href="#">Unit 7</a>, Pg. 154 Gallery Talk</li> <li><a href="#">Unit 7</a>, Pg. 146 Artist's Statement</li> </ul>



# FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>B. Music Skills</b>		
VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	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"> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 120 Listen to the Beat</li> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 2</a>, Pg. 233 Mambo Moves</li> <li>• <a href="#">Unit 3</a>, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• <a href="#">Unit 5</a>, Pg. 183 Flight of the Bumblebee</li> <li>• <a href="#">Unit 5</a>, Pg. 188 Insect Walking Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 59 Rhythm Stick Sounds</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways In Space</li> </ul>
VIII.B.2. Child responds to different musical styles through movement and play.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 120 Listen to the Beat</li> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 2</a>, Pg. 233 Mambo Moves</li> <li>• <a href="#">Unit 3</a>, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• <a href="#">Unit 5</a>, Pg. 183 Flight of the Bumblebee</li> <li>• <a href="#">Unit 5</a>, Pg. 188 Insect Walking Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 59 Rhythm Stick Sounds</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways In Space</li> </ul>
<b>IX. PHYSICAL DEVELOPMENT DOMAIN</b>		
<b>A. Gross Motor Development Skills</b>		
IX.A.1. Child demonstrates coordination and balance in isolation (may not coordinate consistently with a partner).		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 202 Circus Syllables</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> <li>• <a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> <li>• <a href="#">Unit 7</a>, Pg. 238 Surfing the Waves</li> </ul>



## FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>A. Gross Motor Development Skills <i>continued</i></b>		
IX.A.2. Child coordinates sequence of movements to perform tasks.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 202 Circus Syllables</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> <li>• <a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> <li>• <a href="#">Unit 7</a>, Pg. 238 Surfing the Waves</li> </ul>
<b>B. Fine Motor Development Skills</b>		
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li>• <a href="#">Unit 4</a>, Pg. 18 Skeleton Hands</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> <li>• <a href="#">Unit 5</a>, Pg. 219 Spider Webs</li> </ul>
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li>• <a href="#">Unit 4</a>, Pg. 18 Skeleton Hands</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> <li>• <a href="#">Unit 5</a>, Pg. 219 Spider Webs</li> </ul>
<b>C. Personal Safety and Healthy Skills</b>		
IX.C.1. Child practices good habits of personal safety.	<ul style="list-style-type: none"> <li>• Songs: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Health Experiment</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 334 Tuesday Story: Call For Help</li> <li>• <a href="#">Unit 3</a>, Pg. 337 Emergency!</li> <li>• <a href="#">Unit 3</a>, Pg. 373 Trusted Adults</li> <li>• <a href="#">Unit 6</a>, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>• <a href="#">Unit 6</a>, Pg. 117 Digital Safety</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• <a href="#">Unit 7</a>, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
IX.C.2. Child practices good habits of personal health and hygiene.	<ul style="list-style-type: none"> <li>• Health Experiment</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing and Snack</li> <li>• <a href="#">Unit 1</a>, Pg. 15 Wash Hands and Use Bathroom</li> <li>• <a href="#">Unit 6</a>, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul>

# FROG STREET PRE-K SCOPE AND SEQUENCE

FROG STREET SKILLS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>C. Personal Safety and Healthy Skills <i>continued</i></b>		
IX.C.3. Child identifies good habits of nutrition and exercise.	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Healthy Food</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> </ul>
<b>X. Technology Applications Domain</b>		
Children practice technology skills daily with Frog Street Pre-K Interactive software and estories.		<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 10 Computer Center</li> <li>• <a href="#">Unit 1</a>, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>

## PRE-READING

### Sing a Rhyme Songs /Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; 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?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

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

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



## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; 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; 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.](#)*

## 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; 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

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](http://mentor.waterford.org) can be found in Spanish or with Spanish support.

## SONGS

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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