

# 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* OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS 2022

### CORRELATION DESCRIPTION

This document aligns Ohio Early Learning and Development Standards 2022 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](https://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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OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>APPROACHES TO LEARNING (AL)</b>		
<b>1. Engagement and Persistence</b>		
AL.1.a. Engages in new and unfamiliar experiences and activities.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Part Time</li> </ul> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Engagement and Persistence: New Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• <a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> </ul>
AL.1.b. Completes activities with increasingly complex steps.	<p>Engaging activities throughout Waterford hold children's attention as they concentrate on each task.</p> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Engagement and Persistence: Complex Steps</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
AL.1.c. Persists in completing a task with increasing concentration.	<p>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.</p> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Engagement and Persistence: Complex Steps</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>2. Mindset</b>		
AL.2.a. Develops a growth mindset.	<p>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.</p>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• <a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> </ul>



# OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS 2022

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>COGNITIVE DEVELOPMENT (CO)</b>		
<b>1. Memory</b>		
CO.1.a. Develops the ability to recall information about objects, people and past experiences.	<b><i>Classroom Playlist</i></b> <ul style="list-style-type: none"> <li>OH: PreK: Engagement and Persistence: Complex Steps</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li><a href="#">Unit 1</a>, Pg. 6 Learning</li> </ul>
<b>2. Symbolic Thought</b>		
CO.2.a. Demonstrates increasing ability to think symbolically.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li><a href="#">Introduction</a>, Pg. 9 Block Center</li> </ul>
<b>3. Problem-Solving and Reasoning</b>		
CO.3.a. Uses increasingly complex strategies to solve problems.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> <li><a href="#">Unit 6</a>, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
<b>4. Cognitive Flexibility</b>		
CO.4.a. Develops ability to be flexible in own thinking and behavior.	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." <b><i>Classroom Playlist</i></b> <ul style="list-style-type: none"> <li>OH: PreK: Cognitive Flexibility</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li><a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li><a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li><a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li><a href="#">Unit 1</a>, Pg. 39 Quiet Time</li> <li><a href="#">Unit 5</a>, Pg. 230 Dramatic Play: Library</li> </ul>
<b>CREATIVE DEVELOPMENT (CR)</b>		
<b>1. Artistic Engagement and Expression</b>		
CR.1.a. Expresses ideas and feelings through visual art.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul> <b><i>Classroom Playlist</i></b> <ul style="list-style-type: none"> <li>OH: PreK: Visual Art</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 8 Art Center</li> <li><a href="#">Unit 2</a>, Pg. 256 Polly's Tea</li> <li><a href="#">Unit 3</a>, Pg. 309 Leaf Rubbings</li> <li><a href="#">Unit 3</a>, Pg. 361 Fire Painting</li> <li><a href="#">Unit 3</a>, Pg. 368 Shades of Paint</li> <li><a href="#">Unit 6</a>, Pg. 43 Mixing Colors: Planets and Meteorites</li> <li><a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul>



# OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS 2022

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>1. Artistic Engagement and Expression <i>continued</i></b>		
CR.1.b. Expresses self creatively through music and dance.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <b>Classroom Playlist</b> <ul style="list-style-type: none"> <li>• OH: PreK: Music and Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Music and Dance Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play Music Shop</li> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways in Space</li> </ul> <b>Family Resources:</b> <ul style="list-style-type: none"> <li>• Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>2. Creativity and Play</b>		
CR.2.a. Develops ability to express new ideas through imaginative and inventive play.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul> <b>Classroom Playlist</b> <ul style="list-style-type: none"> <li>• OH: PreK: Imaginative Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul> <b>Family Resources:</b> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>LANGUAGE AND LITERACY (LL)</b>		
<b>1. Language and Communication</b>		
LL.1.a. Demonstrates understanding of increasingly complex language.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</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> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> </ul>
LL.1.b. Develops and expands understanding of vocabulary and concepts.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. <b>Classroom Playlists</b> <ul style="list-style-type: none"> <li>• OH: PreK: Vocabulary:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> <li>• <a href="#">Unit 1</a>, Pg. 112 Elephant Invitations</li> <li>• <a href="#">Unit 2</a>, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• <a href="#">Unit 3</a>, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>1. Language and Communication <i>continued</i></b>		
LL.1.c. Communicates using increasingly complex language.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> <li>• <a href="#">Unit 1</a>, Pg. 112 Elephant Invitations</li> <li>• <a href="#">Unit 2</a>, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• <a href="#">Unit 3</a>, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
LL.1.d. Participates in conversations with increasing application of turn taking skills.	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 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>
LL.1.e. Develops comprehension of read-aloud text.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts. <b><i>Classroom Playlists</i></b> <ul style="list-style-type: none"> <li>• OH: PreK: Comprehension:</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> </ul>
<b>2. Phonological Awareness</b>		
LL.2.a. Develops awareness of syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Blend Spoken Syllables</li> </ul> <b><i>Classroom Playlists</i></b> <ul style="list-style-type: none"> <li>• OH: PreK: Blend Syllables</li> <li>• OH: PreK: Segment Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 130 Name Syllable</li> <li>• <a href="#">Unit 5</a>, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• <a href="#">Unit 5</a>, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Listening Activity: Fast Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>2. Phonological Awareness <i>continued</i></b>		
LL.2.b. Develops awareness of initial sounds and onsets and rimes in spoken words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Blend Onset/Rime Sounds</li> <li>• Segment Onset/Rime</li> </ul> <p><b><i>Classroom Playlists</i></b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Initial Sound</li> <li>• OH: PreK: Onset and Rime</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 4 Listening Activity: Action Words Onset-Rime</li> <li>• <a href="#">Unit 6</a>, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• <a href="#">Unit 6</a>, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime</li> <li>• <a href="#">Unit 6</a>, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> <li>• <a href="#">Unit 6</a>, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• <a href="#">Unit 6</a>, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/</li> </ul>
LL.2.c. Develops understanding of rhyme.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Rhyme With Me</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul> <p><b><i>Classroom Playlists</i></b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 51 Fancy Rhyming</li> <li>• <a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 2</a>, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• <a href="#">Unit 2</a>, Pg. 199 Rhyme Race</li> </ul>
<b>3. Print Awareness</b>		
LL.3.a. Develops knowledge of print organization.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul> <p><b><i>Classroom Playlist</i></b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Print Organization</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 23 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>
LL.3.b. Develops knowledge of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters</li> <li>• Letter Pictures</li> <li>• Letters Introduction</li> </ul> <p><b><i>Classroom Playlists</i></b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Alphabet Knowledge:</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> <li>• <a href="#">Unit 4</a>, Pg. 46 Lowercase Letters</li> </ul>





# OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS 2022

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>4. Emergent Writing</b>		
LL.4.a. Develops understanding that writing represents spoken language.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Letters Make Words</li> </ul> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Print Organization</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li>Story Time Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li><a href="#">Unit 1</a>, Pg. 23 Morning Message</li> </ul>
LL.4.b. Draws and writes using increasingly sophisticated grasp.		<ul style="list-style-type: none"> <li>Journal Activities</li> <li>Read and Write Number Activities</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li><a href="#">Unit 1</a>, Pg. 56 Writing Letter A</li> <li><a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> </ul>
<b>MATHEMATICS (MA)</b>		
<b>1. Number Sense</b>		
MA.1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Number Sense:</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 1</a>, Pg. 45 Counting and Attendance</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>
MA.1.b. Develops understanding of one-to-one correspondence and cardinality.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Number Counting</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Number Sense:</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 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li><a href="#">Unit 5</a>, Pg. 147 Decomposing 7</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> </ul>
MA.1.c. Develops ability to subitize small quantities.	<ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Bug Bits</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Number Sense:</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 150 Arrange and Count 4</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> <li><a href="#">Unit 2</a>, Pg. 218 Group Five Pets</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>Subitizing Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
MA.1.d. Develops ability to recognize and name written numerals.	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Math Books</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Number Sense:</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Read and Write Number Activities</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>2. Number Relationships and Operations</b>		
MA.2.a. Develops understanding of number relationships and operations.	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction; Greater Than, Less Than</li> <li>• Books: Five Delicious Muffins; For the Birds</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• More Than, Fewer Than</li> <li>• Make and Count Groups</li> </ul> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Number Relationships and Operations:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 210 Counting to 8 in Relation to 5</li> <li>• <a href="#">Unit 6</a>, Pg. 83 Ten Frame Game</li> <li>• <a href="#">Unit 7</a>, Pg. 180 Build One More</li> <li>• <a href="#">Unit 7</a>, Pg. 229 Build One Less</li> <li>• <a href="#">Unit 7</a>, Pg. 247 How Many Are Hiding?</li> </ul>
<b>3. Measurement</b>		
MA.3.a. Develops knowledge of measurement to compare and describe objects.	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants;</li> <li>• Nonstandard Units of Lengths</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Capacity</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Measurement:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 9 Block Center</li> <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> <li>• <a href="#">Unit 4</a>, Pg. 8 Flat or Solid?</li> <li>• <a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>
MA.3.b. Develops the ability to sort.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Sort:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 119 Sorting Buttons</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</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>
MA.3.c. Develops understanding of patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Patterns:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 38 AB Pattern Garden</li> <li>• <a href="#">Unit 4</a>, Pg. 48 ABB Cereal Necklaces</li> <li>• <a href="#">Unit 4</a>, Pg., 59 ABC Patterns</li> </ul>



# OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS 2022

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>4. Geometry</b>		
MA.4.a. Develops ability to recognize shapes and their attributes.	<ul style="list-style-type: none"> <li>Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Simple Shapes</li> <li>Solid Shapes</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Simple Shapes</li> <li>OH: PreK: Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 9 Block Center</li> <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> <li><a href="#">Unit 4</a>, Pg. 8 Flat or Solid?</li> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>
MA.4.b. Develops understanding of spatial relationships.	<ul style="list-style-type: none"> <li>Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>Book: Up in the Air</li> <li>Position</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> <li>Over, Under, Above, Below</li> <li>Inside, Outside, Between</li> <li>First, Middle, Last</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Spatial Relationships:</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li><a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li><a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
<b>PHYSICAL DEVELOPMENT AND WELLNESS (PW)</b>		
<b>1. Motor Development</b>		
PW.1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.		<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li><a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li><a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li><a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li><a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li><a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li><a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> <li><a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
PW.1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	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. 56 Writing Letter A</li> <li><a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li><a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li><a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li><a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li><a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> </ul>



# OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS 2022

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>1. Motor Development <i>continued</i></b>		
PW.1.c. Develops oral motor skills.	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>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <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>
PW.1.d. Uses senses and movement to guide motions and interactions with objects and other people.	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Five Senses</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 1</a>, Pg. 84 What Do You See?</li> <li>• <a href="#">Unit 1</a>, Pg. 107 Sound Box Match Up</li> <li>• <a href="#">Unit 2</a>, Pg. 195 Taste and Smell Snack Activity</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li><b>Family Resources:</b></li> <li>• Personal Space Circle <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>2. Wellness</b>		
PW.2.a. Develops knowledge about the body, its parts and how it functions in relation to health and well-being.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Wellness:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 86 Excellent Eyes</li> <li>• <a href="#">Unit 6</a>, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> <li>• <a href="#">Unit 6</a>, Pg. 14 Picturing My Body</li> <li>• <a href="#">Unit 6</a>, Pg. 45 My Brain Is Always Growing</li> </ul>
PW.2.b. Demonstrates personal health and self-care practices with increasing independence.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Wellness: Germs</li> <li>• OH: PreK: Wellness: Avoid Germs and Prevent Illness</li> <li>• OH: PreK: Wellness: Exercise and Rest</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. 79 Bath Time</li> <li>• <a href="#">Unit 6</a>, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 7</a>, Pg. 168 Dramatic Play: Dentist's Office</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> <li><b>Family Resources:</b></li> <li>• Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
PW.2.c. Consumes healthy food and develops healthy eating habits.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Wellness: Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> <li><b>Family Resources:</b></li> <li>• My Healthy Plate <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>2. Wellness <i>continued</i></b>		
PW.2.d. Develops healthy sleep and rest behaviors.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We all Exercise</li> <li>• Exercise and Rest</li> </ul> <p><b><i>Classroom Playlist</i></b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Wellness: Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
PW.2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> <p><b><i>Classroom Playlist</i></b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Wellness: Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
PW.2.f. Demonstrates increasing understanding of safety practices and behaviors.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Lightning Safety</li> </ul> <p><b><i>Classroom Playlist</i></b></p> <ul style="list-style-type: none"> <li>• OH: PreK: Wellness: 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> <p><b><i>Family Resources:</i></b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Fire Safety for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>SCIENCE (SC)</b>		
<b>1. Science Inquiry and Application</b>		
SC.1.a. Explores and investigates objects and events in the environment.	<ul style="list-style-type: none"> <li>Songs: The Four Seasons; I Am Part of All I See; Precipitation; Water</li> <li>Books: Whatever the Weather; That’s What I Like: A Book About Seasons; Water Is All Around; Water</li> <li>Science Investigation</li> <li>Science Observation: From Egg to Chick</li> </ul> <p><b>Classroom Playlists</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Science Investigation</li> <li>OH: PreK: Science Investigation: Egg to Chick</li> <li>OH: PreK: Science Investigation: Seasons</li> <li>OH: PreK: Science Investigation: Weather</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 16 Science Center, Sensory Table</li> <li><a href="#">Unit 1</a>, Pg. 105 Pouring Sounds</li> <li><a href="#">Unit 1</a>, Pg. 117 Jar Symphony</li> <li><a href="#">Unit 1</a>, Pg. 118 Sound Order</li> <li><a href="#">Unit 3</a>, Pg. 335 Exploring Water</li> <li><a href="#">Unit 3</a>, Pg. 340 The Water Cycle: Part 1</li> <li><a href="#">Unit 3</a>, Pg. 344 The Water Cycle: Part 2</li> <li><a href="#">Unit 3</a>, Pg. 363 Seed Investigation</li> <li><a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li><a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it’s Hot or Cold?</li> <li><a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> <li><a href="#">Unit 7</a>, Pg. 244 Weather Report</li> </ul>
SC.1.b. Develops ability to reason about cause and effect.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Push and Pull</li> </ul> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Cause and Effect:</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li><a href="#">Unit 3</a>, Pg. 340 The Water Cycle: Part 1</li> <li><a href="#">Unit 3</a>, Pg. 344 The Water Cycle: Part 2</li> <li><a href="#">Unit 3</a>, Pg. 363 Seed Investigation</li> <li><a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li><a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it’s Hot or Cold?</li> </ul>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE)</b>		
<b>1. Self-Awareness</b>		
SE.1.a. Develops and expands understanding of oneself as a unique person.	<ul style="list-style-type: none"> <li>Books: Mine; Ooey, Gooey Mud</li> <li>My Family: My Name Is Squirrel</li> <li>Squirrel’s Sketches</li> </ul> <p><b>Classroom Playlist</b></p> <ul style="list-style-type: none"> <li>OH: PreK: Self-Awareness</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> <li><a href="#">Unit 6</a>, Pg. 14 Picturing My Body</li> <li><a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li><a href="#">Unit 6</a>, Pg. 45 My Brain Is Always Growing</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Guess How I’m Feeling <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>



# OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS 2022

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>1. Self-Awareness <i>continued</i></b>		
SE.1.b. Develops understanding of emotions.	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Lost and Found</li> <li>Boo Hoo Baby</li> </ul> <b>Classroom Playlist</b> <ul style="list-style-type: none"> <li>OH: PreK: Self-Awareness</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 16 Private Place</li> <li><a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li><a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> <li><a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li><a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul> <b>Family Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Guess How I'm Feeling <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Emotion Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>2. Self-Regulation</b>		
SE.2.a. Begins to manage emotions and actions.	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." <b>Classroom Playlist</b> <ul style="list-style-type: none"> <li>OH: PreK: Self-Awareness: Emotions</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li><a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li><a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li><a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li><a href="#">Unit 1</a>, Pg. 39 Quiet Time</li> <li><a href="#">Unit 5</a>, Pg. 230 Dramatic Play: Library</li> </ul>
<b>3. Social Awareness</b>		
SE.3.a. Develops empathy toward and understanding of others.	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> <li>Musical Mayhem</li> <li>Papa's Thumb</li> </ul> <b>Classroom Playlist</b> <ul style="list-style-type: none"> <li>OH: PreK: Social Awareness: Empathy</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 188 Full Buckets</li> <li><a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li><a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li><a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<b>4. Relationship Skills</b>		
SE.4.a. Develops secure, trusting relationships with adults.	<ul style="list-style-type: none"> <li>My Family</li> <li>Find Me!</li> <li>Where's Papa?</li> <li>Lost and Found</li> </ul> <b>Classroom Playlist</b> <ul style="list-style-type: none"> <li>OH: PreK: Relationship Skills: Adults</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li><a href="#">Unit 3</a>, Pg. 373 Trusted Adults</li> <li><a href="#">Unit 6</a>, Pg. 75 Grown-Up Manners</li> </ul>



# OHIO EARLY LEARNING AND DEVELOPMENT STANDARDS 2022

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>4. Relationship Skills <i>continued</i></b>		
SE.4.b. Develops socially competent behavior with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. <b>Classroom Playlist</b> • OH: PreK: Relationship Skills: Peers	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> </ul>
SE.4.c. Develops ability to use simple strategies to resolve conflicts with peers.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 4</a>, Pg. 13 We're All Happy</li> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 4</a>, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• <a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>SOCIAL STUDIES (SS)</b>		
<b>1. People, Communities and their Environment</b>		
SS.1.a. Develops awareness of own culture and other characteristics of groups of people.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul> <b>Classroom Playlists</b> <ul style="list-style-type: none"> <li>• OH: PreK: Culture: Sing Around the World:</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. 288 Journals: My Family</li> </ul>
SS.1.b. Develops a basic understanding of needs and wants.	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Book: Everybody Needs to Eat</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
SS.1.c. Develops understanding that everyone has rights and responsibilities within a group.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> </ul>
SS.1.d. Develops the ability to take care of the materials in the environment.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• <a href="#">Introduction</a>, Pg. 16 Sensory Table</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Introduction to Centers</li> <li>• <a href="#">Unit 1</a>, Pg. 19 Birthday Cupcakes</li> </ul>



## 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 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; 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?; 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.](#)*

## 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).