

CURRICULUM *Correlation*

*Waterford
Reading Academy:
SmartStart*

100%

*Virginia's Early
Learning and
Development
Standards (ELDS)
Birth-Five Learning
Guidelines 2021*

**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* **VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021.**

CORRELATION DESCRIPTION

This document aligns Virginia's Early Learning and Development Standards (ELDS) Birth-Five Learning Guidelines to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

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

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

Waterford Resources

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

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

WATERFORD CURRICULUM DETAILS

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

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

READING SEQUENCE

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

MATH AND SCIENCE SEQUENCE

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

SMARTSTART SEQUENCE

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

TABLE OF CONTENTS

AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	1
APL1. Curiosity and Initiative	1
APL2. Creativity and Imagination	2
APL3. Executive Functions and Cognitive Self-Regulation	2
APL4. Behavioral Self-Regulation	4
AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	5
SED1. Positive Self-Concept	5
SED2. Emotional Competence	6
SED3. Interacting with Others	8
AREA THREE: COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT (CLLD)	10
CLLD1. Communication	10
CLLD2. Foundations of Reading	12
CLLD3. Foundations of Writing	15
AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	17
HPD1. Using Senses	17
HPD2. Gross Motor	18
HPD3. Fine Motor	19
HPD4. Physical Health and Self-Care	20
AREA FIVE: COGNITIVE DEVELOPMENT (CD)	21
CD1. Science: The Natural and Physical World	21
CD2. Social Science: People, Community, and Culture	23
CD3. Mathematics	25
CD4. Fine Arts	31
WATERFORD BOOKS AND RELATED ACTIVITIES	34
WATERFORD FAMILY ENGAGEMENT RESOURCES	37

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)		
APL1. Curiosity and Initiative		
APL1.1. Being Curious Learners		
Shows curiosity by saying things like, "I wonder what will happen next." (APL1.1h)	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Unit 3, Pg. 350 Friday Story: The Perfect Square <p>Family Resources:</p> <ul style="list-style-type: none"> How It Works English Spanish
Seeks out new information by asking, "How does that work?" (APL1.1i)		<ul style="list-style-type: none"> Unit 1, Pg. 83 Pat-a-cake: Dough Time <p>Family Resources:</p> <ul style="list-style-type: none"> How It Works English Spanish
Shows eagerness to learn about a variety of topics (APL1.1j)	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 6, Pg. 36 Good Friends Activity: My Brain has Lots of Ideas <p>Family Resources:</p> <ul style="list-style-type: none"> How It Works English Spanish
APL1.2. Taking Initiative		
Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o)	<ul style="list-style-type: none"> Book: Your Backyard 	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 86 Fish Investigation Unit 5, Pg. 219 Spider Webs Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth Unit 6, Pg. 69 Dramatic Play: Post Office <p>Family Resources:</p> <ul style="list-style-type: none"> How It Works English Spanish
Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p)	<ul style="list-style-type: none"> Perfect Present Clubhouse Squirrel's Sketches 	<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 127 Dramatic Play: Construction Site Unit 1, Pg. 149 I Am, I Can <p>Family Resources:</p> <ul style="list-style-type: none"> Guess My Rule English Spanish
Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q)	<ul style="list-style-type: none"> Materials Science Investigation Magnets 	<ul style="list-style-type: none"> Unit 1, Pg. 127 Dramatic Play: Construction Site Unit 1, Pg. 149 I Am, I Can <p>Family Resources:</p> <ul style="list-style-type: none"> Role Play English Spanish What Would You Do? English Spanish Find the Ball English Spanish

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
APL2. Creativity and Imagination		
APL2.1. Showing Creativity and Imagination		
Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
Utilizes realistic and open-ended materials in cooperative play (APL2.1p)	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 9 Block Center • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 178 Fox in a Box <p>Family Resources:</p> <ul style="list-style-type: none"> • Patterns English Spanish
Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q)	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 7, Pg. 141 Tool Workshop <p>Family Resources:</p> <ul style="list-style-type: none"> • Guess My Rule English Spanish
APL3. Executive Functions and Cognitive Self-Regulation		
APL3.1. Focusing and Paying Attention		
Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k)		<ul style="list-style-type: none"> • Unit 1, Pg. 59 Story Time Activity • Unit 1, Pg. 149 I Am, I Can • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l)	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 11 Dramatic Play Center • Introduction, Pg. 13 Reading Center • Introduction, Pg. 16 Science Center • Introduction, Pg. 16 Sensory Table • Introduction, Pg. 17 Writing Center
Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m)		<ul style="list-style-type: none"> • Morning Meetings • Listening Rug Activities • Story Time Activities

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
APL3.2. Building Working Memory		
Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m)	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Remembers actions that go with stories or songs (APL3.2n)	<ul style="list-style-type: none"> • Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Story Time Activities • Dramatic Play Activities • Music and Dance Activities
Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o)		<p>Family Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus English Spanish
APL3.3. Thinking Flexibly and Adapting		
Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m)	<ul style="list-style-type: none"> • Book: Buttons, Buttons 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Sorting Buttons • Unit 5, Pg. 141 Language Sentence Board Game <p>Family Resources:</p> <ul style="list-style-type: none"> • Guess My Rule English Spanish
Considers ideas from adults and other children in finding a solution or strategy (APL3.3n)	<ul style="list-style-type: none"> • Squirrel's Blocks • Noisy Children 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish • What Would You Do? English Spanish
Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o)		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 22 Arrival and Toy Time • Unit 1, Pg. 33 Reflection and Dismissal • Unit 1, Pg. 76 Taking Turns Game
Responds consistently to adult suggestions to try out different activities (APL3.3p)		<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
APL.3.4. Inhibiting Responses		
Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e)		<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity (APL3.4f)	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.”	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
APL3.5. Persisting and Problem-Solving		
Sometimes persists in less preferred activities with or without adult support (APL3.5r)	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn’t work) (APL3.5s)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. Classroom Playlist • VA: PK: APL: Problem Solving	<ul style="list-style-type: none"> • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 141 Tool Workshop
APL4. Behavioral Self-Regulation		
APL4.1. Managing Actions and Behaviors		
Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i)		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 22 Arrival and Toy Time • Unit 1, Pg. 33 Reflection and Dismissal
Uses classroom materials appropriately (APL4.1j)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules; Introduction to Centers • Unit 1, Pg. 11 Clean up and Center Review • Unit 1, Pg. 15 Good Friends: Me and My Bear

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
APL4.1. Managing Actions and Behaviors <i>continued</i>		
Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations) (APL4.1k)	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.”	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments <p>Family Resources</p> <ul style="list-style-type: none"> • Emotion Cards English Spanish • Guess How I’m Feeling English Spanish • Panda and Tornado English Spanish
AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)		
SED1. Positive Self-Concept		
SED1.1. Developing Self-Awareness		
Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n)	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 288 Journals: My Family
Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o)		<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Shares other identifying information (e.g., parent’s name) (SED1.1p)		<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q)	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Gooley Mud; Bad News Shoes 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
SED1.2. Developing Self-Confidence		
Displays pride in their accomplishments (SED1.2k)	<ul style="list-style-type: none"> • Squirrel’s Sketches • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 7, Pg. Good Friends Activity: I Am Ready for Kindergarten

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SED1.3. Becoming autonomous and Independent		
Acts independently in unfamiliar settings with unfamiliar adults (SED1.3i)		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 75 Grown-Up Manners
Attempts to complete tasks independently (SED1.3m)	Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when they need extra assistance to finish a task.	<ul style="list-style-type: none"> • Center Activities
Asks for support from adults only when needed (SED1.3n)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
SED2. Emotional Competence		
SED2.1. Seeing and Naming Emotions in Self and Others		
Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i)	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.”	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball <p>Classroom Playlist</p> <ul style="list-style-type: none"> • VA: PK: Emotions: Respond with Empathy 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words <p>Family Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings English Spanish • Guess How I’m Feeling English Spanish • Panda and Tornado English Spanish

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SED2.2. Expressing Emotions		
Recognizes appropriate reaction to situations (SED2.2k)	<ul style="list-style-type: none"> • Broken Lamp • Squirrel's Blocks • Broken Vase • Lost Dinosaur • It's Not Fair! • Do I Have To? <p>Classroom Playlist</p> <ul style="list-style-type: none"> • VA: PK: Emotions: Respond with Empathy 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") (SED2.2l)	<ul style="list-style-type: none"> • Broken Lamp • Squirrel's Blocks • Broken Vase • Lost Dinosaur 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments <p>Family Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings English Spanish • Guess How I'm Feeling English Spanish • Panda and Tornado English Spanish
SED2.3. Communicating Feelings, Wants, and Needs		
Demonstrates confidence in meeting own needs (SED2.3f)	<ul style="list-style-type: none"> • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Seeks and accepts help when needed (SED2.3g)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
SED2.4. Regulating Emotions		
Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m)	<ul style="list-style-type: none"> • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SED2.4. Regulating Emotions <i>continued</i>		
Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n)	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.”	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
SED2.5. Showing Care and Concern for Others		
Shows care and concern for others, including comforting others in distress (SED2.5h)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball Classroom Playlist <ul style="list-style-type: none"> • VA: PK: Emotions: Respond with Empathy 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Musical Mayhem Classroom Playlist <ul style="list-style-type: none"> • VA: PK: Emotions: Respond with Empathy 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Begins to understand the reasons for others’ emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
SED3. Interacting with Others		
SED3.1. Developing Relationships with Adults		
Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n)	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? Classroom Playlist <ul style="list-style-type: none"> • VA: PK: Relationships: Trusted Adults 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 75 Grown-Up Manners

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SED2.5. Showing Care and Concern for Others <i>continued</i>		
Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o)		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 75 Grown-Up Manners <p>Family Resources:</p> <ul style="list-style-type: none"> • Teaching Children Manners English Spanish
SED3.2. Developing Relationships with Other Children		
Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r)	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Let's Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Dramatic Play Activities
Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s)	<ul style="list-style-type: none"> • Pretend Play <p>Classroom Playlist</p> <ul style="list-style-type: none"> • VA: PK: Relationships: Plays with Peers 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Let's Play • Dramatic Play Activities <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish
Maintains friendships over time (SED3.2t)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 7, Pg. 249 Friendship
Responds to the needs of others and tries to help others with simple tasks (SED3.2u)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When...
SED3.3. Engaging in Cooperative Play		
Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n)	<ul style="list-style-type: none"> • Pretend Play <p>Classroom Playlist</p> <ul style="list-style-type: none"> • VA: PK: SED: Cooperative Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 2, Pg. 246 I Touch My Nose Like This • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship <p>Family Resources:</p> <ul style="list-style-type: none"> • Role Play English Spanish • Guess My Rule English Spanish • Shape Bag English Spanish

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SED3.4. Solving Social Interaction Problems		
Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4d)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.") (SED3.4e)	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down
Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
AREA THREE: COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT (CLLD)		
CLLD.1. Communication		
CLLD.1.1. Understanding Verbal and Nonverbal Cues		
Answers questions and adds comments relevant to the topic (CLLD1.1aa)	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet) (CLLD1.1ab)		<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy <p>Family Resources:</p> <ul style="list-style-type: none"> • Shapes English Spanish
Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac)	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives <p>Classroom Playlist</p> <ul style="list-style-type: none"> • VA: PK: CLLD: Adjectives 	<ul style="list-style-type: none"> • Sensory Table • Unit 1, Pg. 134 Texture Sort • Unit 1, Pg. 145 What's in the Bag? <p>Family Resources:</p> <ul style="list-style-type: none"> • Shapes English Spanish • Shape Bag English Spanish • Guess My Rule English Spanish

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CLLD1.1. Understanding Verbal and Nonverbal Cues <i>continued</i>		
Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad)	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae)	While interacting with Waterford, children are constantly listening and responding to instruction. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
CLLD1.2. Using Vocabulary and Nonverbal Cues to Communicate		
Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s)	<ul style="list-style-type: none"> • Songs: Verbs; It Happened Yesterday • Verbs • Past Tense Verbs • Irregular Verbs <p>Classroom Playlists</p> <ul style="list-style-type: none"> • VA: PK: Communicate: Plurals • VA: PK: Communicate: Past Tense 	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners
Answers open-ended questions comfortably (CLLD1.2t)		<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please <p>Family Resources:</p> <ul style="list-style-type: none"> • What Would You Do? English Spanish • Guess My Rule English Spanish
Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) (CLLD1.2u)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Sum Up, Five Ws: • Sum Up, Remember Order • Look at Details <p>Classroom Playlist</p> <ul style="list-style-type: none"> • VA:PK: CLLD: Retell Stories 	<ul style="list-style-type: none"> • Story Time Activities • Journal Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CLLD1.3. Learning and Engaging in Conversational Interactions		
Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n)	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond appropriately.	<ul style="list-style-type: none"> • Story Time Activities • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 12 Hi! Notes • Unit 6, Pg. 75 Grown Up Manners
Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o)	Social-emotional video series, models conversations between characters as they gather information and reach conclusions. Two examples are “Do I Have To?” and “It’s Not Fair.”	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners
Asks and responds to questions with accurate information (CLLD1.4p)	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
CLLD2. Foundations of Reading		
CLLD2.1. Paying Attention to Print as Meaningful		
Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l)	<ul style="list-style-type: none"> • Print Concepts • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
Begins to track individual words in text or braille by pointing or touching (CLLD2.1m)	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.</p> <p>Classroom Playlist</p> <ul style="list-style-type: none"> • VA: PK: Print Concepts: Print Environment 	<ul style="list-style-type: none"> • Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 37 Print Knowledge: Books
CLLD2.2. Understanding Ideas, Vocabulary, and Information in Stories and Texts		
Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message
Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q)	<ul style="list-style-type: none"> • Look at Details • Sum Up, Five Ws • Sum Up, Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Journal Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CLLD2.2. Understanding Ideas, Vocabulary, and Information in Stories and Texts <i>continued</i>		
Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r)		<ul style="list-style-type: none"> • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/ • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth <p>Family Resources:</p> <ul style="list-style-type: none"> • Sum Up: Remember Order English Spanish
Predicts what will happen next in an unfamiliar story (CLLD2.2s)	<ul style="list-style-type: none"> • Peek at the Story • Print Concepts 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time
Uses new words learned through listening to stories (CLLD2.2t)	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
CLLD2.3. Learning Spoken Language is Composed of Smaller Segments of Sound		
Begins to rhyme and produce rhymes of simple words (CLLD2.3i)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words <p>Classroom Playlists</p> <ul style="list-style-type: none"> • VA: PK: CLLD: Rhyming Words: 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play
Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j)	<ul style="list-style-type: none"> • Song: Compound Words • Syllable Deletion with Compound Words 	<ul style="list-style-type: none"> • Unit 3, Pg. 332 Compound Word Introduction: Blending Fire Words • Unit 3, Pg. 341 Wheels on the Bus: Compound Word Blend • Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words • Unit 4, Pg. 22 Yankee Doodle: Compound Words • Unit 4, Pg. 23 Skeletal Portraits

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CLLD2.3. Learning Spoken Language is Composed of Smaller Segments of Sound <i>continued</i>		
<p>Begins to segment and combine syllables (e.g., purple segmented is pur-ple; when combined it is purple) (CLLD2.3k)</p>	<ul style="list-style-type: none"> Syllable Syllable Safari <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: CLLD: Syllables 	<ul style="list-style-type: none"> Unit 5, Pg. 130 Name Syllable Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ Unit 5, Pg. 144 Listening Activity: Elephant Syllables Unit 5, Pg. 156 Listening Activity: Fishy Syllables Unit 5, Pg. 166 Listening Activity: Fast Syllables Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables Unit 5 Pg. 202 Circus Syllables
<p>Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l)</p>	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound Where Is the Sound? <p>Classroom Playlists</p> <ul style="list-style-type: none"> VA: PK: CLLD: Initial Sound VA: PK: CLLD: Final Sound 	<ul style="list-style-type: none"> Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) Unit 6 Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/ Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/ Unit 6, Pg. 120 Listening Activity: Final Sounds /r/ and /g/
CLLD2.4. Learning How Letters and Print Work to Create Words and Meaning		
<p>For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f)</p>	<ul style="list-style-type: none"> Sound Songs Letter Sound Instruction Name That Letter Sound Letter Sound Screening <p>Classroom Playlists</p> <ul style="list-style-type: none"> VA: PK: Foundations of Reading: Letter Sounds: 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions
<p>For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g)</p>	<ul style="list-style-type: none"> Sound Songs Letter Sound Instruction Name That Letter Sound Letter Sound Screening <p>Classroom Playlists</p> <ul style="list-style-type: none"> VA: PK: Foundations of Reading: Letter Sounds: 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CLLD2.4. Learning How Letters and Print Work to Create Words and Meaning <i>continued</i>		
Recognizes many upper and lower case letters (CLLD2.4h)	<ul style="list-style-type: none"> • Sound Songs • Letter Pictures • Letter Trace • Print Concepts • Coloring Game • Letter Checker <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Foundations of Reading: Recognize Lowercase: • VA: PK: Foundations of Reading: Recognize Letter: Recognize: Uppercase: 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Unit 4, Pg. 46 Lowercase Letters
Will use a combination of letters and symbols to represent words (CLLD2.4i);	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace • Letters Make Words • Words Tell About the Pictures <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Print Lowercase: • VA: PK: Print Uppercase: 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Journal Activities
CLLD3. Foundations of Writing		
CLLD3.1. Drawing, Scribbling, and Writing to Communicate		
Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CLLD3.1q)	<ul style="list-style-type: none"> • Sound Songs • Letter Pictures • Letter Trace • Print Concepts • Letters Make Words • Coloring Game • Letter Checker <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Print Lowercase: • VA: PK: Print Uppercase: 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CLLD.3.1. Drawing, Scribbling, and Writing to Communicate <i>continued</i>		
Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog) (CLLD3.1r)	<ul style="list-style-type: none"> • Sound Songs • Letter Pictures • Letter Trace • Print Concepts • Letters Make Words • Coloring Game • Letter Checker <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Print Lowercase: • VA: PK: Print Uppercase: 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)
Retells or reads their writing to others (CLLD3.1s)	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Journal Activities • Unit 3, Pg. 318 Growing Into a Good Audience
Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t);	<ul style="list-style-type: none"> • Name Game • Letter Trace <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> • VA: PK: Name Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u)	<ul style="list-style-type: none"> • Name Game • Letter Trace <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> • VA: PK: Name Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Begins to copy names of familiar people and objects (CLLD3.1v)	<ul style="list-style-type: none"> • Letter Trace • Coloring Game <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Print Lowercase: • VA: PK: Print Uppercase: 	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
CLLD3.2. Developing Writing Habits and Skills		
Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f)	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introduction to Journals • Journal Activities

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CLLD3.2. Developing Writing Habits and Skills <i>continued</i>		
Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g)	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introduction to Journals • Journal Activities
Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h)		<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introduction to Journals • Journal Activities <p>Family Resources:</p> <ul style="list-style-type: none"> • Family Writing Activities English Spanish
CLLD3.3. Handling Writing Tools		
Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g)		<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 56 Writing Capital Letter A <p>Family Resources:</p> <ul style="list-style-type: none"> • Pencil Grip English Spanish
Uses a variety of digital tools to write or draw (CLLD3.3h)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation
AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)		
HPD1. Using Senses		
HPD1.1. Learning Through All Senses		
Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q)	<ul style="list-style-type: none"> • Songs: Five Senses; Position Cat • Book: Up in the Air • Sight • Hearing • Touch • Taste • Smell • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between <p>Classroom Playlists</p> <ul style="list-style-type: none"> • VA: PK: Senses: 	<ul style="list-style-type: none"> • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 178 Fox In a Box • Unit 1, Pg. 16 Sensory Table

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
HPD1.1. Learning Through All Senses <i>continued</i>		
Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) (HPD1.1r)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Positional Words: 	<ul style="list-style-type: none"> • Unit 2, Pg. 169 Personal Space Circle • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 233 Slide Like a Snail
HPD2. Gross Motor		
HPD2.1. Developing Large Muscle Control		
Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o)		<ul style="list-style-type: none"> • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122. Obstacle Course
Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p)		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 42 Birds on a Perch • Unit 7, Pg. 238 Surfing the Waves
Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Positional Words: 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 225 Where We Are • Unit 5, Pg. 199 Circus School • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 122 Obstacle Course

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
HPD2.2. Exploring the Environment		
<p>Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f)</p>	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> • VA: PK: Health 	<ul style="list-style-type: none"> • Unit 1, pg. 143 Builders and Bulldozers • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 6, pg. 122 Obstacle Course
HPD3. Fine Motor		
HPD3.1. Using Eyes and Hands Together		
<p>Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j)</p>	<p>The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 1, pg. 114 Snip, Snip, Cut • Unit 2, pg. 254 Polly Put the Kettle On • Unit 3, pg. 314 Cutting Shapes • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
<p>Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k)</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center
HPD3.2. Developing Small Muscle Control		
<p>Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) (HPD3.2j)</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> • Unit 1, pg. 114 Snip, Snip, Cut • Unit 2, pg. 254 Polly Put the Kettle On • Unit 3, pg. 314 Cutting Shapes
<p>Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2k)</p>	<p>The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
HPD4. Physical Health and Self-Care		
HPD4.1. Taking Care of Daily Health Needs		
Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r)	<ul style="list-style-type: none"> Books: The Germs; Whatever the Weather Avoid Germs and Prevent Illness Germs <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Health Needs: Germs 	<ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing Unit 6, Pg. 79 Bath Time Unit 7, Pg. 174 Taking Care of My Teeth <p>Family Resources:</p> <ul style="list-style-type: none"> Hand Washing Rebus English Spanish Dental Chart English Spanish Monkey Mouth English Spanish
Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 6, Pg. 75 Grown-Up Manners
Consistently uses strategies to calm themselves when needed (HPD4.1t)	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."	<ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles
HPD4.2. Adopting Safe Behaviors		
Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o)	<ul style="list-style-type: none"> Songs: Storms; Sun Blues Book: The Germs Avoid Germs and Prevent Illness Germs Lightning Safety <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Health Awareness: Safety Rules 	<ul style="list-style-type: none"> Unit 3, pg. 334 Call for Help Unit 3, pg. 337 Emergency! Unit 7, pg. 153 Paying Attention Keeps Everyone Safe Unit 7, Pg. 184 Consequence Game
Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p)		<ul style="list-style-type: none"> Unit 1, Pg. 127 Dramatic Play: Construction Site
Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q)	<p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Health Awareness: Seek Help 	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults <p>Family Resources:</p> <ul style="list-style-type: none"> Community Helpers
Identifies emergency and non-emergency situations (HPD4.2r)		<ul style="list-style-type: none"> Unit 3, pg. 334 Call for Help Unit 3, pg. 337 Emergency! <p>Family Resources:</p> <ul style="list-style-type: none"> Emergency Preparedness for Kids English Spanish Fire Safety Activities for Kids English Spanish

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
HPD4.3. Eating With Healthy Habits		
Makes healthy eating choices both independently and with support (HPD4.3m)	<ul style="list-style-type: none"> Song: Health Healthy Food 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating <p>Family Resources:</p> <ul style="list-style-type: none"> Hand Washing Rebus English Spanish Food Pictures (Healthy Eating) My Healthy Plate English Spanish
Follows picture recipes to prepare a simple snack (HPD4.3n)		<ul style="list-style-type: none"> Unit 1, Pg. 40 Snack Unit 3, pg. 319 Plant Part Salad Unit 7, Pg. 216 Chicka Chicka Boom Book Snack
Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “Milk makes my bones strong.” (HPD4.3o)	<ul style="list-style-type: none"> Song: Health Healthy Food 	<ul style="list-style-type: none"> Unit 3, pg. 319 Plant Part Salad Unit 7, pg. 205 Healthy Eating <p>Family Resources:</p> <ul style="list-style-type: none"> Food Pictures (Healthy Eating) My Healthy Plate English Spanish
HPD4.4. Developing Healthy Habits for Rest and Sleep		
Independently starts and participates in sleep routines (HPD4.4m)	<ul style="list-style-type: none"> Song: Health Exercise and Rest 	<ul style="list-style-type: none"> Unit 6, pg. 118 Come Rest Awhile (Yoga)
Can describe why sleep keeps us healthy (HPD4.4n)	<ul style="list-style-type: none"> Exercise and Rest <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Health 	<ul style="list-style-type: none"> Unit 6, pg. 118 Come Rest Awhile (Yoga)
AREA FIVE: COGNITIVE DEVELOPMENT (CD)		
CD1. Science: The Natural and Physical World		
CD1.1. Paying Attention to the Natural World		
Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j)	<ul style="list-style-type: none"> Song: Same and Different Let’s Compare Comparatives Materials 	<ul style="list-style-type: none"> Unit 1, pg. 75 Five Senses: How Do We Know? Unit 1, pg. 84 What Do You See? Unit 1, pg. 86 Excellent Eyes Unit 1, pg. 105 Pouring Sounds Unit 1, pg. 152 Slime! Unit 1, pg. 134 Texture Sort

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD1.1. Paying Attention to the Natural World <i>continued</i>		
Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k)	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond. Classroom Playlist <ul style="list-style-type: none">VA: PK: Science: Science Tools	<ul style="list-style-type: none"> Introduction, pg. 16 Science Center Unit 1, pg. 24 What Do Scientists Do? Unit 1, pg. 75 Five Senses: How Do We Know? Unit 3, pg. 306 How Do Plants Drink? Unit 3, pg. 365 Seed Investigation Unit 4, pg. 121 Frog or Toad? Unit 5, pg. 216 What Do Spiders Like? Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Visual Arts Activities Unit 1, Pg. 38 Illustration Investigation
CD1.2. Testing Questions and Ideas		
Uses many sources (e.g., pictures, books) to gather information (CD1.2n)	<ul style="list-style-type: none"> Song: Five Senses Science Books Informational Books (See titles at end of document.) Sight Taste Smell Touch Hearing Science Tools Weather Tools Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, pg. 131 Good Friends Activity: I Pay Attention
With adult guidance, plans and conducts investigations (CD1.2o)	<ul style="list-style-type: none"> Song: The Scientific Method Science Tools Science Investigation Experiment: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health 	<ul style="list-style-type: none"> Introduction, pg. 16 Science Center Unit 1, pg. 24 What Do Scientists Do? Unit 1, pg. 75 Five Senses: How Do We Know? Unit 3, pg. 306 How Do Plants Drink? Unit 3, pg. 365 Seed Investigation Unit 4, pg. 121 Frog or Toad? Unit 5, pg. 216 What Do Spiders Like? Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold?

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD1.2. Testing Questions and Ideas <i>continued</i>		
Analyzes results, draws conclusions, and communicates results (CD1.2p)	<ul style="list-style-type: none"> Song: The Scientific Method Science Tools Science Investigation 	<ul style="list-style-type: none"> Unit 2, pg. 176 Smell Survey Unit 3, pg. 306 How Do Plants Drink? Unit 3, pg. 365 Seed Investigation Unit 6, pg. 54 Germs
Collaborates with others to conduct investigations (CD1.2q)	<ul style="list-style-type: none"> Song: The Scientific Method Science Tools Science Investigation 	<ul style="list-style-type: none"> Unit 3, pg. 306 How Do Plants Drink? Unit 3, pg. 365 Seed Investigation Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold?
CD2. Social Science: People, Community, and Culture		
CD2.1. Learning About Ways That People Interact		
Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n)	<ul style="list-style-type: none"> Read-Along Books Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 1, pg. 133 Farmer in the Dell: Word Mix-up Unit 2, pg. 160 Dramatic Play: Restaurant Unit 2, pg. 242 Dramatic Play: Pet Store Unit 3, pg. 328 We All Have Jobs Unit 3, pg. 330 Dramatic Play: Fire Station Unit 3, pg. 345 Which Hat Is Best? Unit 6, pg. 69 Dramatic Play: Post Office <p>Family Resources:</p> <ul style="list-style-type: none"> Community Helpers Exploring Your Home City with Your Children English Spanish
Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o)	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Center Activities Introduction, Pg. 11 Dramatic Play Center Unit 2, pg. 160 Dramatic Play: Restaurant Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 2, pg. 242 Dramatic Play: Pet Store Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 7, Pg. 134 Dramatic Play: Architect's Office Unit 7, Pg. 141 Tool Workshop <p>Family Resources:</p> <ul style="list-style-type: none"> Community Helpers
Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections (CD2.1p)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Visual Arts Activities Dramatic Play Activities Music and Dance Activities

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD2.2. Understanding Relationships and Connections		
Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g)	<ul style="list-style-type: none"> • My Family • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family
Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h)	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem
With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
CD2.3. Learning About Differences		
Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g)	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me
Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center
With adult help, notices and communicates about different family structures represented in the group (CD2.3i)	Waterford is committed to creating learning experiences that connect with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family
Communicates about own family's culture and traditions and accepts that children and families are different (CD2.3j)	Waterford is committed to creating learning experiences that connect with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD3. Mathematics		
CD3.1. Comparing Numbers, Counting, and Recognizing Quantities		
Counts forward to 20 by memory (CD3.1q)	<ul style="list-style-type: none"> Counting Songs Number Instruction One-to-one Correspondence Classroom Playlists <ul style="list-style-type: none"> VA: PK: Numbers: Counting: 	<ul style="list-style-type: none"> Read and Write Number Activities Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match
Counts backwards from 5 (CD3.1r)	<ul style="list-style-type: none"> Song: Backward Counting Book: A Space Adventure Counting Back 	<ul style="list-style-type: none"> Unit 3, Pg. 280 Counting Backwards
Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s)	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-one Correspondence Match Numbers Classroom Playlist <ul style="list-style-type: none"> VA: PK: Numbers: One-to-One Correspondence 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match
Counts up to 10 objects in a line (CD3.1t)	<ul style="list-style-type: none"> Make and Count Groups One-to-one Correspondence Bug Bits Match Numbers Number Instruction Number Counting 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 243 Central Park Board Game Unit 5, Pg. 200 Counting in a Circle
Answers the question “How many?” for up to 10 objects (CD3.1u)	<ul style="list-style-type: none"> Number Instruction Make and Count Groups Moving Target Classroom Playlist <ul style="list-style-type: none"> VA: PK: Numbers: Subitize: 	<ul style="list-style-type: none"> Unit 2 Pg.218 Group Five Pets Unit 2, Pg. 243 Central Park Board Game Unit 5, Pg. 200 Counting in a Circle
Counts out 10-20 objects in a line from a larger group (CD3.1v)	<ul style="list-style-type: none"> Make and Count Groups One-to-one Correspondence Match Numbers Number Instruction Number Counting 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD3.1. Comparing Numbers, Counting, and Recognizing Quantities <i>continued</i>		
Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w)	<ul style="list-style-type: none"> • Moving Targets (Dots) • Match Numbers • Bug Bits <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> • VA: PK: Numbers: Subitize 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets • Unit 7, Pg. 247 How Many Are Hiding?
Uses words that mean zero such as “nothing” or “none” (CD3.1x)	<ul style="list-style-type: none"> • Song: Zero Is a Big Round Hole • Book: Zero in My Toy Box <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> • VA: PK: Numbers: Zero 	<ul style="list-style-type: none"> • Unit 4, Pg. 70 Introduce and Count Zero • Unit 4, Pg. 81 Read and Write Zero
Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y)	<ul style="list-style-type: none"> • Song: Graphing • Match Numbers • Calendar/Graph Weather <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> • VA: PK: Data: Graphs 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 261 Make One More • Unit 2, Pg. 191 Traffic Jam Count 1-5
Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same” (CD3.1z);	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Make and Count Groups <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Numbers: More Than • VA: PK: Numbers: Fewer Than • VA: PK: Numbers: More Than, Fewer Than • VA: PK: Numbers: Greater Than, Less Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division
Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa)	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than <p><i>Classroom Playlists</i></p> <ul style="list-style-type: none"> • VA: PK: Numbers: More Than • VA: PK: Numbers: Fewer Than • VA: PK: Numbers: More Than, Fewer Than • VA: PK: Numbers: Greater Than, Less Than 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 2, Pg. 208 Pizza Chef Match

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD3.2. Understanding Number Relationships and Solving Problems Using Operations		
Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c)	<ul style="list-style-type: none"> Songs: Bee Happy Addition; On the Bayou Add Groups Act Out Addition <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Numbers: Addition 	<ul style="list-style-type: none"> Unit 6, pg. 83 Ten Frame Game Unit 7, pg. 247 How Many Are Hiding?
Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d)	<ul style="list-style-type: none"> Songs: Bakery Subtraction; Circus Subtraction Book: Five Delicious Muffins Subtract Groups Act Out Subtraction <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Numbers: Subtract 	<ul style="list-style-type: none"> Unit 6, pg. 83 Ten Frame Game Unit 7, pg. 247 How Many Are Hiding?
With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”) (CD3.2e)	<ul style="list-style-type: none"> Song: Counting On Count On Count On by 1 <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Numbers: Counting On 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 3, Pg. 271 What Comes Next? Unit 5, Pg. 160 Counting On Unit 7, Pg. 180 Build One More
With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3... leaves 2”) (CD3.2f)	<ul style="list-style-type: none"> Song: Backward Counting Book: A Space Adventure Counting Back <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Numbers: Counting Back 	<ul style="list-style-type: none"> Unit 3, Pg. 280 Counting Backwards Unit 7, Pg. 229 Build One Less Unit 7, pg. 247 How Many Are Hiding?
CD3.3. Geometric Thinking and Spatial Reasoning		
Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s)	<ul style="list-style-type: none"> Tangrams 	<ul style="list-style-type: none"> Unit 3, pg. 289 Rectangles and Squares Unit 3, Pg. 368 Shapes Mural Unit 4, pg. 28 Classroom Block Play
Correctly names squares, rectangles and triangles regardless of size or orientation (CD3.3t)	<ul style="list-style-type: none"> Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes Book: The Shape of Things Circle, Square, Triangle, Rectangle Simple Shapes <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Geometry: Two-dimensional Shapes 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 368 Shape Mural Unit 3, Pg. 377 Shape Hunt

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD3.3. Geometric Thinking and Spatial Reasoning <i>continued</i>		
Describes attributes of two and three dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”) (CD3.3u)	<ul style="list-style-type: none"> Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides Books: The Shape of Things; Imagination Shapes Circle, Square, Triangle, Rectangle Star, Semicircle, Octagon, Oval, Diamond Simple Shapes Solid Shapes Space Shapes World Shapes <p>Classroom Playlists</p> <ul style="list-style-type: none"> VA: PK: Geometry: Two-dimensional Shapes VA: PK: Geometry: Three-dimensional Shapes 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 368 Shape Mural Unit 3, Pg. 377 Shape Hunt
Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to” (CD3.3v)	<ul style="list-style-type: none"> Songs: Positioning; Get Over the Bugs; Monster Trucks Book: Up in the Air Position Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through Inside, Outside, Between First, Middle, Last <p>Classroom Playlists</p> <ul style="list-style-type: none"> VA: PK: Positional Words: 	<ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On
CD3.4. Sorting, Classifying, and Patterning		
Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4i)	<ul style="list-style-type: none"> Song: Train Station Patterns Extend Patterns Pattern AB Pattern ABB Pattern ABC <p>Classroom Playlists</p> <ul style="list-style-type: none"> VA: PK: Patterns: 	<ul style="list-style-type: none"> Unit 4, Pg. 38 AB Pattern Garden Unit 4, Pg. 48 ABB Cereal Necklaces Unit 4, Pg., 59 ABC Patterns <p>Family Resources:</p> <ul style="list-style-type: none"> Patterns English Spanish
Fills in missing elements of simple, repeating patterns (CD3.4m)	<ul style="list-style-type: none"> Song: Train Station Patterns Pattern AB Pattern ABB Pattern ABC <p>Classroom Playlists</p> <ul style="list-style-type: none"> VA: PK: Patterns: 	<ul style="list-style-type: none"> Unit 4, Pg. 38 AB Pattern Garden Unit 4, Pg. 48 ABB Cereal Necklaces Unit 4, Pg., 59 ABC Patterns <p>Family Resources:</p> <ul style="list-style-type: none"> Patterns English Spanish

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD3.4. Sorting, Classifying, and Patterning <i>continued</i>		
Recognizes, names, and extends simple repeating patterns (CD3.4n)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Extend Patterns • Pattern AB • Pattern ABB • Pattern ABC <p>Classroom Playlists</p> <ul style="list-style-type: none"> • VA: PK: Patterns: 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns <p>Family Resources:</p> <ul style="list-style-type: none"> • Patterns English Spanish
Describes quantitative changes (e.g., “I am two years older than when I started school.”) (CD3.4o)		<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than <p>Family Resources:</p> <ul style="list-style-type: none"> • Number Sense English Spanish
CD3.5. Describing, Comparing, and Measuring		
Directly compares the length or volume of two objects (CD3.5g)	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity <p>Classroom Playlists</p> <ul style="list-style-type: none"> • VA: PK: Measurement: Length • VA: PK: Measurement: Tall and Short • VA: PK: Measurement: Capacity 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small Song • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals <p>Classroom Playlists</p> <ul style="list-style-type: none"> • VA: PK: Measurement: Length • VA: PK: Measurement: Tall and Short • VA: PK: Measurement: Capacity • VA: PK: Measurement: Heavy and Light 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD3.5. Describing, Comparing, and Measuring <i>continued</i>		
With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is (CD3.5i)	<ul style="list-style-type: none"> Song: Measuring Plants Length <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Measurement: Length 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight (CD3.5j)	<ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest; Big Small Song Size Order Size Length Heavy and Light Tall and Short Big and Little Large Small Toys Big Little Animals 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k)	<ul style="list-style-type: none"> Song: Measuring Plants Length Capacity Weight <p>Classroom Playlist</p> <ul style="list-style-type: none"> VA: PK: Science: Tools 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size) (CD3.5l)	<ul style="list-style-type: none"> Size Order Size 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured (CD3.5m)	<ul style="list-style-type: none"> Song: Measuring Plants Length Capacity Weight 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n)	<ul style="list-style-type: none"> Song: It Happened Yesterday Books: Marty’s Mixed-up Mom; José Three; I Can’t Wait First, Next, and Last 	<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 18 Afternoon Centers

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD4. Fine Arts		
CD4.1. Exploring and Expressing Ideas Through Movement and Dance		
Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p)		<ul style="list-style-type: none"> • Unit 1, pg. 130 We're Standing on One Foot! • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 122 Obstacle Course
Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q)		<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 4, pg. 42 Birds on a Perch • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 122 Obstacle Course
Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r)	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments
Follows directions or example to stop moving on cue (CD4.1s)		<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 103 Instrument Chairs
Reproduces dance steps or movements several times (CD4.1t)	<ul style="list-style-type: none"> • Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 4, pg. 42 Birds on a Perch • Unit 6, pg. 53 Floating Robots
Uses dance to communicate ideas or feelings (CD4.1u)	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CD4.2. Learning About and Through Music		
Creates original lyrics and songs (CD4.2s)		<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD4.2. Learning About and Through Music <i>continued</i>		
Keeps a steady beat for 8-16 counts by patting body parts or using small instruments (CD4.2t)	<ul style="list-style-type: none"> Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play Music Shop Unit 1, Pg. 103 Instrument Chairs Unit 3, Pg. 365 Animal Beat Unit 4, Pg. 27 Mammal Rhythm Unit 4, Pg. 57 Self-Control Musical Instruments Unit 6, Pg. 59 Rhythm Stick Sounds
Draws to represent patterns in sound (e.g., “clap, clap, stomp, stomp” drawn as “dot, dot, dash, dash”) (CD4.2u)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop
Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v)	<ul style="list-style-type: none"> Baby’s Ballet Mama’s Melody <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> VA: PK: CD: Music 	<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 1, Pg. 103 Instrument Chairs Unit 4, Pg. 57 Self-Control Musical Instruments Unit 6, Pg. 85 Storytelling with Instruments Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CD4.3. Building Understanding, Empathy, and Relationship Skills Through Drama and Theatre Arts		
Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n)	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Dramatic Play Activities <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Role Play English Spanish What Would You Do? English Spanish Community Helpers
Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o)	<ul style="list-style-type: none"> Pretend Play Papa’s Play <p><i>Classroom Playlist</i></p> <ul style="list-style-type: none"> VA: PK: CD: Dramatic Play 	<ul style="list-style-type: none"> Dramatic Play Activities <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Role Play English Spanish What Would You Do? English Spanish Community Helpers

VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES 2021

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
CD4.4. Using Visual Arts Media to Express Thoughts and Feelings		
Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 7, Pg. 139 Painting My Feelings
Draws the human form with more accuracy and detail (CD4.4l)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Visual Arts Activities
Begins to describe art and the story it tells (CD4.4m)	<ul style="list-style-type: none"> • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

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

Number Songs

Count to 31; Hotel 100; Zero Is a Big Round Hole; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 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; 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 waterford.mentor.org can be found in Spanish or with Spanish support.

SONGS

Beginning Math Songs

Odd Todd and Even Steven; Salsa Counting; On the Bayou; Bee Happy 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; Z: The Zulu Warrior

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 Ship; 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](#).

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)

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.

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 is available online and in the Mentor app (for iOS and Android).