

**100%**  
Correlation

# Curriculum Correlation April 2025

**Waterford  
Early Learning:  
SmartStart**

**District of Columbia  
Early Learning  
Standards 2019**

This document provides a detailed correlation of **Waterford Early Learning** to **District of Columbia Early Learning Standards 2019**.

## Correlation Description

This document aligns District of Columbia Early Learning Standards to [Waterford.org](https://www.waterford.org)'s digital activities and supporting resources.

### Waterford Digital Activities

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

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

### Waterford Resources

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

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

### Waterford Curriculum Details

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

#### Adaptive, Individualized Learning

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

#### Data-Informed Instruction

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

#### Research-Driven Development

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

### Reading Sequence

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

### Math and Science Sequence

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

### SmartStart Sequence

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

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<b>APPROACHES TO LEARNING/LOGIC AND REASONING</b>		
<b>1. Attends and engages with curiosity</b>		
<b>1a.</b> Chooses tasks of interest; responds to adult encouragement	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	<b><u>Family Resources</u></b> <ul style="list-style-type: none"> <li>How It Works <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>2. Shows persistence</b>		
<b>2a.</b> Engages in communication and conversation with peers and adults.	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>3. Approaches tasks flexibly</b>		
<b>3a.</b> Finds solutions without having to try every possibility; may change approach	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
<b>4. Uses symbols and takes on pretend roles</b>		
<b>4a.</b> Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li><a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Dramatic Play Activities</li> </ul> <b><u>Family Resources</u></b> <ul style="list-style-type: none"> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Guess My Rule <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Shape Bag <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>COMMUNICATION AND LANGUAGE</b>		
<b>5. Demonstrates understanding of spoken language</b>		
<b>5a.</b> Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>
<b>6. Uses language to express self</b>		
<b>6a.</b> Uses new vocabulary in everyday speech to meet own needs and to explain, describe and manage social relationships	Waterford's Social Emotional videos model conversations and discussions between various characters that demonstrate how they communicate their wants and needs, and share experiences, thoughts, and feelings in complete sentences.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
<b>7. Uses conventional grammar and syntax</b>		
<b>7a.</b> Uses longer sentences with plurals, adjectives, adverbs and negatives	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; Preposition Cat; Pronouns; Adjectives Describe</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Plural Nouns</li> <li>• Adverbs</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
<b>8. Uses conventional conversational and other social communication skills</b>		
<b>8a.</b> Initiates and engages in conversations of as many as three exchanges	Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> <li>• <a href="#">Unit 6</a>, Pg. 12 Hi! Notes</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown Up Manners</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>COMMUNICATION AND LANGUAGE <i>continued</i></b>		
<b>9. Demonstrates understanding of print concepts</b>		
<b>9a.</b> Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 23 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> <li>• <a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> </ul>
<b>10. Demonstrates comprehension of printed materials read aloud</b>		
<b>10a.</b> Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 8 Morning Message</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Sum Up: Remember Order <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>11. Hears and discriminates the sounds of English and/or home language(s).</b>		
<b>11a.</b> Plays with language, experimenting with beginning and ending sounds	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• <a href="#">Unit 6</a>, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/)</li> <li>• <a href="#">Unit 6</a>, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/</li> <li>• <a href="#">Unit 6</a>, Pg. 116 Together: Final Sounds and Letter Sound /t/</li> <li>• <a href="#">Unit 6</a>, Pg. 120 Listening Activity: Final Sounds /r/ and /g/</li> </ul>
<b>12. Writes letters and words</b>		
<b>12a.</b> Uses letter-like forms, letter strings, some letter combinations that are words	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li>• <a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• <a href="#">Unit 1</a>, Pg. 74 Name Magnets</li> <li>• Journal Activities</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>COMMUNICATION AND LANGUAGE <i>continued</i></b>		
<b>13. Understands the purpose of writing and drawing</b>		
<b>13a.</b> Dictates and draws to share or record information and tell stories	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"> <li>• <a href="#">Unit 2</a>, Pg. 181 Introduction to Journals</li> <li>• Journal Activities</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Family Writing Activities <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>MATHEMATICS</b>		
<b>14. Matches, groups and classifies objects</b>		
<b>14a.</b> Groups objects on the basis of a single characteristic (e.g., color, size or shape)	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry</li> <li>• Books: Buttons, Buttons</li> <li>• Sort</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Sensory Table</li> <li>• <a href="#">Unit 1</a>, Pg. 119 Sorting Buttons</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> </ul>
<b>15. Demonstrates knowledge of number and counting</b>		
<b>15a.</b> Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> <li>• Number Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li>• <a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li>• <a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>MATHEMATICS <i>continued</i></b>		
<b>16. Demonstrates knowledge of volume, height, weight and length</b>		
<b>16a.</b> Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length	<ul style="list-style-type: none"> <li>• Songs: Savanna Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Capacity</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> <li>• Measurement Tools</li> <li>• Nonstandard Units of Measure</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
<b>17. Identifies and labels shapes</b>		
<b>17a.</b> Names a few basic two-dimensional shapes	<ul style="list-style-type: none"> <li>• Books: The Shape of Things</li> <li>• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li>• <a href="#">Unit 3</a>, Pg. 299 Triangles</li> <li>• <a href="#">Unit 3</a>, Pg. 368 Shape Mural</li> <li>• <a href="#">Unit 3</a>, Pg. 377 Shape Hunt</li> </ul>
<b>18. Demonstrates understanding of positional words</b>		
<b>18a.</b> Follows directions to place objects or body beside, between or next to	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Through</li> <li>• Over, Under, Above, Below</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li>• <a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> </ul>



District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>SCIENCE AND ENGINEERING</b>		
<b>19. Investigates living things</b>		
<b>19a.</b> Identifies and describes the external body parts of familiar animals (including humans) and plants	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing</li> <li>• Books: Little Tree; Animal Bodies; Who Am I?</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Birds</li> <li>• Plants</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
<b>19b.</b> Observes and begins to describe how living things grow and change over time	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing</li> <li>• Books: Little Tree</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Birds</li> <li>• Plants</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> </ul>
<b>19c.</b> Identifies basic needs of familiar plants and animals (including humans)	<ul style="list-style-type: none"> <li>• Songs: Water; Plants Are Growing; Food From Plants</li> <li>• Books: Mela's Water Pot; Everybody Needs to Eat</li> <li>• Plants</li> <li>• Water</li> <li>• Sun</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>19. Investigates living things <i>continued</i></b>		
<b>19d.</b> Begins to identify how animals (including humans) use individual senses to gather information about the world around them	<ul style="list-style-type: none"> <li>• Songs: The Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center, Sensory Table</li> <li>• <a href="#">Unit 1</a>, Pg. 105 Pouring Sounds</li> <li>• <a href="#">Unit 1</a>, Pg. 117 Jar Symphony</li> <li>• <a href="#">Unit 1</a>, Pg. 118 Sound Order</li> </ul>
<b>19e.</b> Recognizes basic needs of familiar plants and animals (including humans)	<ul style="list-style-type: none"> <li>• Songs: Water; Plants Are Growing; Food From Plants</li> <li>• Books: Mela's Water Pot; Everybody Needs to Eat</li> <li>• Plants</li> <li>• Water</li> <li>• Sun</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> </ul>
<b>19f.</b> Observes and begins to describe similarities and differences between familiar plants and animals, including humans	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 24 What Makes a Mammal?</li> <li>• <a href="#">Unit 4</a>, Pg. 37 Dramatic Play: Bird Nest</li> <li>• <a href="#">Unit 4</a>, Pg. 44 What Makes a Bird?</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 157 Be a Snake</li> <li>• <a href="#">Unit 5</a>, Pg. 146 Are Dinosaurs Reptiles? Survey</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>20. Investigates physical objects</b>		
<b>20a.</b> Explores, describes and compares the properties of liquids and solids found in children's daily environment	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Precipitation</li> <li>• Water</li> <li>• Solid and Liquid</li> <li>• States of Water</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 284 Sunlight and Temperature Investigation</li> <li>• <a href="#">Unit 7</a>, Pg. 244 Weather Report</li> </ul>
<b>20b.</b> Investigates and describes or demonstrates various ways that objects can move	<ul style="list-style-type: none"> <li>• Songs: Push and Pull</li> <li>• Books: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>	
<b>20c.</b> Investigates sounds made by different objects and materials and discusses explanations about what is causing the sounds	<ul style="list-style-type: none"> <li>• Books: Sound; What Sounds Say</li> <li>• What Do You Hear?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 105 Pouring Sounds</li> <li>• <a href="#">Unit 1</a>, Pg. 117 Jar Symphony</li> <li>• <a href="#">Unit 6</a>, Pg. 18 Listening To My Body</li> </ul>
<b>20d.</b> Makes observations of changes in shadows that may happen due to changes in light	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Books: My Family Campout</li> <li>• Science Investigation</li> <li>• Light Sources</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 3</a>, Pg. 277 Properties of Light: Flashlights and Mirrors</li> <li>• <a href="#">Unit 3</a>, Pg. 279 Shadow Theater</li> </ul>
<b>21. Investigates characteristics of Earth and space</b>		
<b>21a.</b> Makes simple observations of the characteristics and apparent motions of the sun, moon, stars and clouds	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Books: Moon Songs; Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> <li>• <a href="#">Unit 7</a>, Pg. 233 Precipitation</li> <li>• <a href="#">Unit 7</a>, Pg. 243 What Should I Wear?</li> <li>• <a href="#">Unit 7</a>, Pg. 244 Weather Report</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>21. Investigates characteristics of Earth and space <i>continued</i></b>		
<b>21b.</b> Observes and begins to identify the habitats of living things in the local environment	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Invertebrates</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 100 Dramatic Play: Pond</li> <li>• <a href="#">Unit 4</a>, Pg. 24 What Makes a Mammal?</li> <li>• <a href="#">Unit 4</a>, Pg. 37 Dramatic Play: Bird Nest</li> <li>• <a href="#">Unit 4</a>, Pg. 44 What Makes a Bird?</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 157 Be a Snake</li> <li>• <a href="#">Unit 5</a>, Pg. 146 Are Dinosaurs Reptiles? Survey</li> </ul>
<b>21c.</b> Discusses changes in the local weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)	<ul style="list-style-type: none"> <li>• Songs: The Four Seasons; Precipitation; Water</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 284 Sunlight and Temperature Investigation</li> <li>• <a href="#">Unit 7</a>, Pg. 233 Precipitation</li> <li>• <a href="#">Unit 7</a>, Pg. 243 What Should I Wear?</li> <li>• <a href="#">Unit 7</a>, Pg. 244 Weather Report</li> </ul>
<b>21d.</b> Observes and begins to identify how humans use natural resources (e.g., water, plants, animals) to meet their needs	<ul style="list-style-type: none"> <li>• Songs: Water; Food From Plants</li> <li>• Books: Mela's Water Pot; Everybody Needs to Eat</li> <li>• Food From Plants</li> <li>• Water</li> <li>• Animals Need Water</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 335 Exploring Water</li> <li>• <a href="#">Unit 3</a>, Pg. 340 The Water Cycle: Part 1</li> <li>• <a href="#">Unit 3</a>, Pg. 344 The Water Cycle: Part 2</li> <li>• <a href="#">Unit 3</a>, Pg. 347 Where Does Our Water Come From?</li> </ul>
<b>21e.</b> Observes and begins to identify how people change the local environment	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 258 Taking Care of Living Things</li> <li>• <a href="#">Unit 3</a>, Pg. 347 Where Does Our Water Come From?</li> <li>• <a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>SCIENCE AND ENGINEERING <i>continued</i></b>		
<b>22. Investigates engineering</b>		
<b>22a.</b> Asks questions, makes observations and gathers information about familiar, simple problems	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> </ul>
<b>22b.</b> Communicates an idea for solving a familiar, simple problem with words or non-verbal communication	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Science Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>22c.</b> Tests a solution to a familiar, simple problem and uses the results of the test to determine whether the solution is effective	<ul style="list-style-type: none"> <li>• Songs: Inventing; The Scientific Method</li> <li>• Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Inventions</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>SOCIAL STUDIES</b>		
<b>23. Demonstrates understanding of self, family and a diverse community</b>		
<b>23a.</b> Recognizes members of a group such as the class or family	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> <li>• Come Inside</li> <li>• My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 20 An Inclusive Classroom</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Community Helpers</a></li> </ul>
<b>24. Demonstrates an understanding of the relationship between people and the environments in which they live</b>		
<b>24a.</b> Recognizes the relationship of personal space to surroundings	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 169 Personal Space Circle</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>24b.</b> Identifies own environment and other locations		<p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>25. Demonstrates an understanding of time as it relates to self, family and community</b>		
<b>25a.</b> Recognizes sequence of events to establish a sense of order and time	<ul style="list-style-type: none"> <li>• Books: Marty's Mixed-up Mom; I Can't Wait; Mr. Romano's Secret, A Time Story</li> <li>• First, Next, and Last</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> </ul>
<b>25b.</b> Explores changes in people/places/ events in daily routines/ sequences of events/experiences over time	<ul style="list-style-type: none"> <li>• Books: Marty's Mixed-up Mom; I Can't Wait; Mr. Romano's Secret, A Time Story</li> <li>• First, Next, and Last</li> <li>• Science Observation: From Egg to Chick</li> </ul>	

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>THE ARTS</b>		
<b>26. Engages in music and movement activities</b>		
<b>26a.</b> Responds to and communicates about music and movement, including culturally and linguistically diverse music and movement activities	<ul style="list-style-type: none"> <li>• Songs: Sing Around the World</li> <li>• Books: Movin' to the Music Time</li> <li>• Mama's Melody</li> <li>• Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Music and Dance Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play Music Shop</li> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways in Space</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>27. Engages in drama activities</b>		
<b>27a.</b> Explores real or fantasy scenarios through pretend play	<ul style="list-style-type: none"> <li>• Books: Andy's Adventure; My Reptile Hospital</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>27b.</b> Uses imagination and creativity to express self through pretend play	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>THE ARTS <i>continued</i></b>		
<b>28. Explores the visual arts</b>		
<b>28a.</b> Knows and uses basic elements of visual arts	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>• <a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul>
<b>28b.</b> Combines a variety of materials to engage in the process of art	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>• <a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> <li>• <a href="#">Unit 7</a>, Pg. 146 Artist's Statement</li> </ul>
<b>28c.</b> Uses imagination and creativity to express self through visual arts	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> <li>• <a href="#">Unit 7</a>, Pg. 146 Artist's Statement</li> </ul>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>29. Expresses a variety of feelings and learns to manage them</b>		
<b>29a.</b> Uses strategies learned from adults to manage feelings; begins to label feelings	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Private Place</li> <li>• <a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Guess How I'm Feeling <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Panda and Tornado <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>



District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>30. Recognizes the feelings and rights of others and responds appropriately</b>		
<b>30a.</b> Responds positively to others' demonstration of feelings	<ul style="list-style-type: none"> <li>Papa's Thumb</li> <li>Lost Keys</li> <li>Noisy Children</li> <li>Boo Hoo Baby</li> <li>Baby's Berries</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 188 Full Buckets</li> <li><a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li><a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li><a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li><a href="#">Unit 5</a>, Pg. 218 Journal Prompt: I Helped When...</li> <li><a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li><a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<b>31. Manages own behavior</b>		
<b>31a.</b> Follows classroom rules and routines (including new ones) with occasional reminders		<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li><a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li><a href="#">Unit 1</a>, Pg. 22 Arrival and Toy Time</li> <li><a href="#">Unit 1</a>, Pg. 33 Reflection and Dismissal</li> </ul>
<b>32. Develops positive relationships with adults</b>		
<b>32a.</b> Engages with trusted adults for information and socializing; manages separations	<ul style="list-style-type: none"> <li>Find Me!</li> <li>Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 373 Trusted Adults</li> </ul>
<b>33. Engages and plays with peers</b>		
<b>33a.</b> Uses successful strategies to initiate or join an activity with several children	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li><a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Dramatic Play Activities</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>How to Listen Like a Friend <a href="#">English</a>   <a href="#">Spanish</a></li> <li>This Belongs to a Friend <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>34. Resolves conflicts with others</b>		
<b>34a.</b> Asks adults for help and sometimes suggests ways to solve social problems	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
<b>PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY</b>		
<b>35. Demonstrates strength and coordination of large muscles</b>		
<b>35a.</b> Engages in complex large-muscle activities that involve flexibility, control and a full range of motion		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> <li>• <a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• <a href="#">Unit 6</a>, Pg. 122. Obstacle Course</li> <li>• <a href="#">Unit 7</a>, Pg. 238 Surfing the Waves</li> </ul>
<b>36. Demonstrates strength and coordination of small muscles</b>		
<b>36a.</b> Uses finger and hand movements to work with small objects and accomplish tasks	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>37. Demonstrates behaviors that promote health and safety</b>		
<b>37a.</b> Follows familiar health and safety rules with occasional reminders	<ul style="list-style-type: none"> <li>• Songs: Health; Storms; Sun Blues</li> <li>• Books: We All Exercise; The Germs</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 3</a>, Pg. 334 Call for Help</li> <li>• <a href="#">Unit 3</a>, Pg. 337 Emergency!</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>• <a href="#">Unit 7</a>, Pg. 184 Consequence Game</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Dental Chart <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Fire Safety Activities for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>37b.</b> Performs basic self-help tasks with assistance	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: The Germs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>37c.</b> Recognizes physical boundaries between their own bodies and others' bodies	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 169 Personal Space Circle</li> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 2</a>, Pg. 225 Where We Are</li> </ul>
<b>37d.</b> Identifies trusted adult(s) and is aware of how to ask that person for help or articulates need for safety when a problem arises	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Community Helpers</a></li> </ul>

District of Columbia Early Learning Standards	Waterford Digital Activities	Waterford Resources
<b>38. Engages in communication and conversation with peers and adults.</b>		
<b>38e.</b> Begins to independently engage in mindful eating practices	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 40 Snack</li> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 7</a>, Pg. 216 Chicka Chicka Boom Book Snack</li> <li>• <a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>38f.</b> Begins to participate in experiential nutrition activities	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 40 Snack</li> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 7</a>, Pg. 216 Chicka Chicka Boom Book Snack</li> <li>• <a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

## Pre-Reading

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites / Pairs / Watch the Woolly Worm

### Read With Me Books

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

### Early Readable Books

At Bat / The Map / Rad Dad / My Tam-Tam / Go, Cam! / Pop / The Hot Pot / A Kit for the Pit / Big Dog Dot / A Big Win / I See You

## 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

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

Too Much Popcorn / Old King Dune / Riding in My Jeep / Sammy and Pete / Will You Play with Me? / The Rescue / Who Am I? / 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? / Dev 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

## Pre-Reading

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites / Pairs / Watch the Woolly Worm

### Read With Me Books

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

### Early Readable Books

At Bat / The Map / Rad Dad / My Tam-Tam / Go, Cam! / Pop / The Hot Pot / A Kit for the Pit / Big Dog Dot / A Big Win / I See You

## 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

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

Too Much Popcorn / Old King Dune / Riding in My Jeep / Sammy and Pete / Will You Play with Me? / The Rescue / Who Am I? / 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? / Dev 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

## Pre-Math and Science

### Math Books

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

### Science Books

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

### Counting Songs

Marching Band Counting / Flower Counting / Country Counting / Funky Counting / Reggae Counting / Salsa Counting / Techno Counting / Bagpipe Counting / Counting on the Mountain

## Number Songs

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

## Basic Math and Science

### Math and Science Books

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

## Fluent Math and Science

### Math and 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 X1 / Halves and Fourths and Thirds / Navajo Beads / Red Rock, River Rock / I Want to Be a Mathematician Like Srinivasa Ramanujan / The Fraction Twins / Yangshi's Perimeter / I Want to Be a Mathematician Like Archimedes / Birds at My House / Painting by Number / The Fable Fair



## Spanish Family Engagement Resources

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

## Songs

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

Comma, Comma, Comma / Homophone Monkey / Antonym Ant / Apples and Bananas / Old MacDonald Has Some 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 / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs

/ Preposition Cat / Verbs that Link / Consonants / Pronouns, Sneaky Magic E / Silent Letters—G-H / Silent Letters—W / Drop Magic E / Bossy Mr. R / P-H and G-H Say Fff / Schwa Sound / Double the Fun / Strange Spelling / More Than One / Reading Detective—Peek at the Story

Many of these songs are available on the [→Waterford.org YouTube channel](https://www.waterford.org).

## Weekly Homelink Newsletters

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

## Math Homelink Newsletters

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1–10), Order (1–10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11–15, Numbers 16–20

## Science Homelink Newsletters

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

## Reading Homelink Newsletters

### Alphabet Knowledge Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

## Readiness Skills Letters

Naming Parts of the Body / First, Next, Last / One-to-One Correspondence / Opposites / Look at Details (identify same and different)

## Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest



## Waterford Mentor

*Waterford Mentor is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities. Waterford Mentor is available online and in the Mentor app (for iOS and Android).*