

100%
Aligned

Alignment

October 2025

**Waterford
Early Learning:
PreK**

**Oregon's Early
Learning Guidelines
2016**

This document provides a detailed alignment of **Waterford Early Learning** to **Oregon's Early Learning Guidelines 2016**.

Alignment Description

This document aligns Oregon's Early Learning Guidelines 2016 to [Waterford.org](https://www.waterford.org)'s digital activities and supporting resources.

Waterford Digital Resources

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

- **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](#).

Table of Contents

Approaches to Learning 01

Emotional and Behavioral Self-Regulation	01
Cognitive Self-Regulation (Executive Functioning)	04
Initiative and Curiosity	07
Creativity	08

Social-Emotional Development 09

Senses of Identity and Belonging	09
Emotional Functioning	10
Relationships with a Trusted Adult	12
Relationships with Other Children	13

Language and Communication 16

Attending and Understanding	16
Communicating and Speaking	17
Vocabulary	19

Literacy 21

Phonological Awareness	21
Print and Alphabet Knowledge	21
Comprehension and Text Structure	23
Writing	24

Mathematics 25

Counting and Cardinality	25
Operations and Algebraic Thinking	27
Measurement and Data	29
Geometry and Spatial Sense	29

Books and Related Activities 32

Family Engagement Resources 35

Oregon Standards	Waterford Digital Activities	Waterford Resources
Approaches to Learning		
Emotional and Behavioral Self-Regulation		
Goal 1: Child manages emotions with increasing independence.		
Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.	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."	• Introduction, Pg. 16 Private Place • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel • 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 7, Pg. 139 Painting My Feelings
Often looks for adult assistance when emotions are most intense.	• Lost Dinosaur • Lost and Found • It's Not Fair!	• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	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."	• Introduction, Pg. 16 Private Place • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I Feel • 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 7, Pg. 139 Painting My Feelings

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child follows rules and routines with increasing independence.		
Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	• Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth Family Resources • Consequences Cards English Spanish
Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
Responds to signals when transitioning from one activity to another.		• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
Goal 3: Child appropriately handles and takes care of materials.		
Often handles materials appropriately during activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Unit 1, Pg., 11 Clean Up and Center Review • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 33 Cleanup
With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Unit 1, Pg., 11 Clean Up and Center Review • Unit 1, Pg. 33 Cleanup

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 4: Child manages actions, words, and behavior with increasing independence.		
Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult.	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."	• Introduction, Pg. 16 Private Place • Unit 4, Pg. 26 Journal Prompt: I feel • 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 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 7, Pg. 139 Painting My Feelings
Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time		• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	• Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together
Often refrains from aggressive behavior towards others.	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."	• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child.		• Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth Family Resources • Consequences Cards English Spanish

Oregon Standards	Waterford Digital Activities	Waterford Resources
Cognitive Self-Regulation (Executive Functioning)		
Goal 1: Child demonstrates an increasing ability to control impulses.		
With adult guidance and support, stops an engaging activity to transition to another less desirable activity.		• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
Sometimes delays having desires met, such as agreeing to wait their turn to start an activity.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	• Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together
Without adult reminders, waits to communicate information to a group.		• Unit 6, Pg. 75 Grown Up Manners
Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.		• Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 75 Grown Up Manners
Goal 2: Child maintains focus and sustains attention with minimal trusted adult support.		
Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Often engages in purposeful play for extended periods of time.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	• Dramatic Play Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child maintains focus and sustains attention with minimal trusted adult support <i>continued</i>.		
With minimal support, attends to an adult during large- and small-group activities.		• 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
Goal 3: Child persists in tasks.		
With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means.	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.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Shows some understanding that mistakes can provide information to learn from.		• Unit 1, Pg. 110 Plan, Do, Review • Unit 1, Pg. 132 Erasing Mistakes
Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.	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.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Sometimes returns with focus to an activity or project after having been away from it.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	• Unit 1, Pg. 110 Plan, Do, Review
Goal 4: Child holds information in mind and manipulates it to perform tasks.		
Often accurately recounts recent experiences in the correct order and includes relevant details.	• First, Next, Last	• Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Journal Activities

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 4: Child holds information in mind and manipulates it to perform tasks <i>continued</i>.		
Often successfully follows detailed, multistep directions, sometimes with reminders.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to multi-step directions.	• 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
Often remembers actions to go with stories or songs shortly after being taught.	• Read With Me Books • Sing a Rhyme Songs/Books • Traditional Tales (See titles at end of document.)	• Dramatic Play Activities • Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
Goal 5: Child demonstrates flexibility in thinking and learning.		
Tries different strategies to complete work or solve problems, including problems with other children.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem
Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.		• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
Often transitions between activities without getting upset.		• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review

Oregon Standards	Waterford Digital Activities	Waterford Resources
Initiative and Curiosity		
Goal 1: Child demonstrates initiative and independence.		
Often engages in independent activities.		- Center Activities Unit 1, Pg. 18 Afternoon Centers
Makes choices and usually communicates these to adults and other children.	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	- Center Activities Unit 1, Pg. 18 Afternoon Centers
Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	Perfect Present	- Dramatic Play Activities - Center Activities
Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	Pretend Play	- Dramatic Play Activities <u>Family Resources</u> - Role Play English Spanish
Goal 2: Child shows interest in and curiosity about the world around them.		
Often expresses the belief that they can develop new skills, interests, and talents.	Books: Grandpa's Great Athlete; Play Ball	Unit 1, Pg. 149 I Am, I Can Unit 6, Pg. 4 My Body Can Do Amazing Things Unit 7, Pg. 212 It's Different, But It's Good!
With prompting from adult, asks questions and seeks new information.	Science Investigation	Unit 1, Pg. 24 What Do Scientists Do? Unit 3, Pg. 342 The Water Cycle: Part 1 Unit 3, Pg. 346 The Water Cycle: Part 2 Unit 3, Pg. 365 Seed Investigation
Often is willing to participate in new activities or experiences even if they are perceived as challenging.		Unit 1, Pg. 110 Plan, Do, Review Unit 7, Pg. 212 It's Different, But It's Good!

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child shows interest in and curiosity about the world around them <i>continued</i>.		
Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities	- Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver - Science Investigation	Unit 1, Pg. 6 Learning Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 212 It's Different, But It's Good! Family Resources - Role Play English Spanish - What Would You Do? English Spanish
Creativity		
Goal 1: Child expresses creativity in thinking and communication.		
Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.		Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	Unit 1, Pg. 110 Plan, Do, Review Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas.		Introduction, Pg. 16 Private Place Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 26 Journal Prompt: I feel Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles Unit 7, Pg. 139 Painting My Feelings
Goal 2: Child uses imagination in play and interactions with others.		
Engages in social and pretend play.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	- Dramatic Play Activities Unit 1, Pg. 10 Good Playing Rules Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child uses imagination in play and interactions with others <i>continued</i>.		
Often uses imagination with materials to create stories or works of art.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	Visual Arts Activities
Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	- Soup's On! - Perfect Present - Pretend Play	Dramatic Play Activities
Social-Emotional Development		
Senses of Identity and Belonging		
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests		
Describes self using several different characteristics	Books: Mine; José Three; Grandpa's Great Athlete	Unit 1, Pg. 149 I Am, I Can
Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture.	Book: Mine	Unit 1, Pg. 149 I Am, I Can
Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.		Unit 1, Pg. 110 Plan, Do, Review Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Goal 2: Child expresses confidence in own skills and positive feelings about self.		
Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.		Unit 1, Pg. 110 Plan, Do, Review Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Expresses own ideas or beliefs in group contexts or in interactions with others.		Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 26 Journal Prompt: I feel
Uses descriptive words to define self that are acceptable within the child's culture.	Book: Mine	Unit 1, Pg. 149 I Am, I Can

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 3: Child has a sense of belonging to family, community, and other groups.		
Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool.		• Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Sometimes relates personal stories about being a part of different groups.		• Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Identifies similarities and differences about self across familiar environments and settings.		• Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Emotional Functioning		
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others.		
Recognizes and labels basic emotions in books, photographs, or other media images.	• Soup's On! • Where's Papa? • Boo Hoo Baby • It's Not Fair! • My Family	• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel Family Resources • Lots of Feelings English Spanish • Guess How I'm Feeling English Spanish • Feelings Poster English Spanish • Emotion Cards English Spanish
Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised.	• Soup's On! • Squirrel's Sketches • Do I Have To? • It's Not Fair • Lost and Found • Broken Vase • Papa's Thumb • Where's Papa?	• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel Family Resources • Lots of Feelings English Spanish • Guess How I'm Feeling English Spanish • Feelings Poster English Spanish • Emotion Cards English Spanish

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others <i>continued</i>.		
Uses at least 3–5 words or gestures to describe the feelings of adults or other children.	• Boo Hoo Baby • Baby's Ball • Papa's Thumb • Broken Vase • Noisy Children	• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling <u>Family Resources</u> • Lots of Feelings English Spanish • Guess How I'm Feeling English Spanish • Feelings Poster English Spanish • Emotion Cards English Spanish
Goal 2: Child expresses care and concern toward others.		
Sometimes makes empathetic statements or gestures to adults or other children	• Boo Hoo Baby • Baby's Ball • Musical Mayhem	• Unit 2, Pg. 158 This Belongs to a Friend • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Offers support to adults or other children who are distressed.	• Boo Hoo Baby • Baby's Ball • Lost Keys • Papa's Thumb • Noisy Children	• Unit 6, Pg. 20 May I Help Game
Goal 3: Child manages emotions with increasing independence.		
Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs.	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."	• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel <u>Family Resources</u> • Lots of Feelings English Spanish • Guess How I'm Feeling English Spanish • Feelings Poster English Spanish • Emotion Cards English Spanish

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 3: Child manages emotions with increasing independence <i>continued</i>.		
Looks for adult assistance when feelings are most intense.	• It's Not Fair! • Do I Have To? • Lost Dinosaur • Lost and Found	• Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down
With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.	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."	• 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 7, Pg. 139 Painting My Feelings
Relationships with a Trusted Adult		
Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult.		
Interacts with trusted adults.	• Find Me! • Where's Papa?	• Unit 3, Pg. 375 Trusted Adults <u>Family Resources</u> • Community Helpers English Spanish
Sometimes engages in positive interactions with less familiar adults, such as volunteers.		• Unit 3, Pg. 375 Trusted Adults <u>Family Resources</u> • Community Helpers English Spanish
Shows affection and preference for trusted adults who interact with them on a regular basis.	• Come Inside • My Family • Find Me! • Where's Papa?	• Unit 3, Pg. 375 Trusted Adults <u>Family Resources</u> • Community Helpers English Spanish
Usually seeks help from adults when needed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child engages in prosocial and cooperative behavior with trusted adult.		
Engages in prosocial behaviors with adults, such as using respectful language or greetings.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	• Unit 3, Pg. 375 Trusted Adults <u>Family Resources</u> • Community Helpers English Spanish
Attends to an adult when asked.		• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 5, Pg. 186 Journal Prompt: I Got Help When...
Often follows adult guidelines and expectations for behavior.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
Often asks or waits for adult permission before doing something when they are unsure.		• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 5, Pg. 186 Journal Prompt: I Got Help When...
Relationships with Other Children		
Goal 1: Child engages in and maintains positive interactions and relationships with other children.		
Engages in and maintains positive interactions with other children at times.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 1: Child engages in and maintains positive interactions and relationships with other children <i>continued</i>.		
Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Often takes turns in conversations and interactions with other children.	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.	• Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Develops at least one friendship with another child.		• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Goal 2: Child engages in cooperative play with other children.		
Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Dramatic Play Activities • Unit 1, Pg. 10 Good Playing Rules
Shows a willingness to include others' ideas during interactions and play.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child engages in cooperative play with other children <i>continued</i>.		
Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.		• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Engages in reflection and conversation about past play experiences.		• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children.		
Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"		• Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 238 Friend Use Kind Words • Unit 6, Pg. 20 May I Help Game
Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 1, Pg. 76 Taking Turns Game
Often expresses feelings, needs, and opinions in conflict situations.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 7, Pg. 139 Painting My Feelings
Often seeks adult help when needed to resolve conflicts.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It

Oregon Standards	Waterford Digital Activities	Waterford Resources
Language and Communication		
Attending and Understanding		
Goal 1: Child attends to communication and language from others.		
Uses verbal and nonverbal signals to acknowledge the comments or questions of others.	Social-emotional videos model conversations and discussions between various characters. The videos depict characters using verbal and non-verbal signals in conversation.	• Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Shows ongoing connection to a conversation, group discussion, or presentation.	Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	• Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Goal 2: Child understands and responds to increasingly complex communication and language from others.		
Shows an ability to recall (in order) multiple step directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.	• 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 a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/Why?"	• Sum Up: Five Ws • Science Investigation	• Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Shows understanding of a variety of sentence types, such as multiclaue, cause/effect, sequential order, or if-then.	• Song: What Is a Sentence? • Sentences	• Unit 5, Pg. 141 Language: Sentence Board Game

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 1: Child varies the amount of information provided to meet the demands of the situation <i>continued</i>.		
Shows an understanding of talk related to the past or future.	- Books: Play Ball; That's What I Like: A Book About Seasons; I Can't Wait - Yesterday/Tomorrow	Unit 1, Pg. 7 Schedule Unit 1, Pg. 35 Calendar
Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic.		Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling
Children who are dual language learners may demonstrate more complex communication and language in their home language than in English.	Waterford provides Spanish language support. With this feature enabled, children hear the instructions in English. If they select Repeat, children hear the instructions in Spanish and then again in English.	
Communicating and Speaking		
Goal 1: Child varies the amount of information provided to meet the demands of the situation.		
Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.		Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Uses language, spoken or sign, to clarify a word or statement when misunderstood.		Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Children who are dual language learners may switch between their languages.	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.	

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child understands, follows, and uses appropriate social and conversational rules.		
Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	• Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.		• Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways.		
Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent.	Waterford introduces letter sounds with instruction demonstrating positioning of the lips and tongue to correctly and clearly form sounds.	
Shows proficiency with prepositions, regular/ irregular past tense, possessives, and noun-verb agreement.	• Songs: Nouns; Verbs; Preposition Cat; It Happened Yesterday • Irregular Verbs	
Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.	• Song: What Is a Sentence? • Sentences	• Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways <i>continued</i>.		
Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and can answer a variety of question types.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	• Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Vocabulary		
Goal 1: Child understands and uses a wide variety of words for a variety of purposes.		
Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.	• Vocab • Build Knowledge	
Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	• Vocab • Build Knowledge	• Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities
With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars or “cylinder” when learning about 3D shapes.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities
With support, forms guesses about the meaning of new words from context clues.	• Words Tell About the Pictures • Picture Clues	

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child shows understanding of word categories and relationships among words.		
Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	• Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort	• Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal
Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”	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.	
Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	• Songs: Animal Bodies; Living and Nonliving • Book: Animal Bodies • Describe Characters • Look at Details • Sort • Animal Bodies	• Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal
Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.	• Songs: Antonym Ant; Synonym Tree • Book: Opposites	• Unit 5, Pg. 151 Dinosaur Stomp • Unit 6, Pg. 42 Opposites and Letter Sound /ō/ • Unit 6, Pg. 42 Listening Activity: Opposites Onset-Rime
Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s freezing.”	• Vocabulary Introduction	• Unit 5, Pg. 151 Dinosaur Stomp

Oregon Standards	Waterford Digital Activities	Waterford Resources
Literacy		
Phonological Awareness		
Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.		
Provides one or more words that rhyme with a given word, such as “What rhymes with log?”	• Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme	• 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 • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”	• Letter Sound • Initial Sound • Right Initial Sound	• 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 Books: Initial Sounds and Letter Sound q (/kw/)
With adult support, provides a word that fits with a group of words that have the same beginning sound, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	• Letter Sound • Sound Room • Initial Sound • Right Initial Sound	• 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 Books: Initial Sounds and Letter Sound q (/kw/)
Print and Alphabet Knowledge		
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).		
Understands that print is organized differently for different purposes, such as a note, list, or storybook.	• Print Concepts	• Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities • Unit 1, Pg. 82 Letters Make Words

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print) <i>continued</i>.		
Understands that written words are made up of a group of individual letters.	- Letters Make Words - Print Concepts	Introduction, Pg. 13 Reading Center Unit 1, Pg. 37 Print Knowledge: Books - Story Time Activities Unit 1, Pg. 82 Letters Make Words
Begins to point to one-syllable words while reading simple, memorized texts.	- Read with Me Books - Sing a Rhyme Songs/Books (See titles at end of document.)	Introduction, Pg. 13 Reading Center
Identifies book parts and features, such as the front, back, title, and author.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	Unit 1, Pg. 37 Print Knowledge: Books
Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters.		
Names 18 uppercase and 15 lowercase letters.	- Letter Pictures - Letters Introduction - ABC Songs - Name That Letter - Fast Letter Fun	- Capital Letter Introductions - Lowercase Letter Introductions
Knows the sounds associated with several letters.	- Sound Song - Letter Sound - Name That Letter Sound - Sound Room - Choose a Sound	- Capital Letter Introductions - Lowercase Letter Introductions

Oregon Standards	Waterford Digital Activities	Waterford Resources
Comprehension and Text Structure		
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling.		
Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships.	- Sum Up: Remember Order - Sum Up: Five Ws	Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
Tells fictional or personal stories using a sequence of at least 2–3 connected events.	- Sum Up: Remember Order - What Comes Next?	Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
Identifies characters and main events in books and stories.	- Describe Characters - Sum Up: Five Ws	Story Time Activities
Goal 2: Child asks and answers questions about a book that was read aloud.		
Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”	- Sum Up: Five Ws - Describe Characters - Find an Answer	- Story Time Activities Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters’ feelings or intentions, or explaining why something happened in the story.	- Sum Up: Five Ws - Describe Characters - Find an Answer - Peek at the Story - What Comes Next?	- Story Time Activities Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 83 Pat-a-Cake: Dough Time Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	- Sum Up: Remember Order - Sum Up: Five Ws - Describe Characters - Find an Answer	- Story Time Activities Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last

Oregon Standards	Waterford Digital Activities	Waterford Resources
Writing		
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks.		
With minimal adult prompting, holds a writing tool with a three-finger grasp.		• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Unit 1, Pg. 56 Pencil Grip
Able to copy more sophisticated figures, such as squares, crossed lines, and triangles.	• Dots, Lines, and Circles • Simple Shapes	• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities
Creates a variety of written products that may or may not phonetically relate to intended messages.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities
Shows an interest in copying simple words posted in the environment.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities
Attempts to independently write some words using invented spelling, such as K for kite.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities
Writes first name correctly or close to correctly.	• Letter Trace • Name Game	• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities

Oregon Standards	Waterford Digital Activities	Waterford Resources
Mathematics		
Counting and Cardinality		
Goal 1: Child knows number names and the count sequence.		
Counts verbally or signs to at least 20 by ones.	• Number Songs • Counting Songs • Order Numbers • Number Instruction	• 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
Goal 2: Child recognizes the number of objects in a small set.		
Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	• Moving Target (Dots) • Bug Bits • Make and Count Groups	• 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?
Goal 3: Child understands the relationship between numbers and quantities.		
When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	• Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence	• 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
Counts and answers "How many?" questions for approximately 10 objects.	• Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence	• 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

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 3: Child understands the relationship between numbers and quantities <i>continued</i>.		
Accurately counts as many as five objects in a scattered configuration.	- Counting Songs - Make and Count Groups - Match Numbers - One-to-one Correspondence	- Introduce and Count Number Activities Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count 1-5 Unit 2, Pg. 218 Group Five Pets
Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five.	- Make and Count Groups - One-to-One Correspondence	- Introduce and Count Number Activities Unit 7, Pg. 180 Build One More
Understands that the last number said represents the number of objects in a set.	- Number Counting - Make and Count Groups - Match Numbers	Unit 1, Pg. 5 Attendance Unit 2, Pg. 261 Make One More Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner Unit 5, Pg. 147 Decomposing 7 Unit 5, Pg. 171 Quantities to 7 Unit 5, Pg. 180 Arrange and Count 7 Unit 5, Pg. 200 Counting in a Circle
Goal 4: Child compares numbers.		
Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	- Songs: Greater Than, Less Than; More Than, Fewer Than - Greater Than, Less Than - More Than - Fewer Than - Make and Count Groups	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
Identifies and uses numbers related to order or position from 1–10.	- Song: Ordinals - Book: The Circus Came to Town - Order Numbers	Unit 3, Pg. 304 Farmer Mash Family Resources - Position Words English Spanish

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 5: Child associates a quantity with written numerals and begins to write numbers.		
Associates a number of objects with a written numeral 0-5.	• Math Books • Match Numbers • Number Instruction • Make and Count Groups	• 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 • Unit 5, Pg. 200 Counting in a Circle
Recognizes and, with support, writes some numerals up to 10.	• Explain Numbers • Number Instruction	• Read and Write Number Activities
Operations and Algebraic Thinking		
Goal 1: Child understands addition as adding to and understands subtraction as taking away from.		
Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	• Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction	• Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 247 How Many Are Hiding?
Solves addition and subtraction word problems. For example, when told "You have two carrots and your friend gives you two more. How many do you have now?" Adds and subtracts up to five to or from a given number.	• Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction	• Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 247 How Many Are Hiding?

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 1: Child understands addition as adding to and understands subtraction as taking away from <i>continued</i>.		
With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three ..." and then counts on "four, five!" (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, "Five, four, three ... two!" (keeping track with fingers).	• Songs: Counting On; Counting Backward • Book: A Space Adventure • Count On • Count Down • Counting Back	• Introduce and Count Number Activities • Unit 3, Pg. 271 What Comes Next? • Unit 7, Pg. 229 Build One Less
Goal 2: Child understands simple patterns.		
Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	• Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB	• Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns
Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	• Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB	• Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns

Oregon Standards	Waterford Digital Activities	Waterford Resources
Measurement and Data		
Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons.		
Measures using the same unit, such as putting together snap cubes to see how tall a book is.	• Song: Measuring Plants • Length • Nonstandard Units of Length	• Unit 6, Pg. 114 Length • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
Compares or orders up to five objects based on their measurable attributes, such as height or weight.	• Songs: Savanna Size; Large, Larger, Largest • Order Size • Tall and Short • Big and Little • Heavy and Light	• Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight
Uses comparative language, such as shortest, heavier, or biggest.	• Songs: Savanna Size; Large, Larger, Largest; Let's Compare • Comparatives • Order Size • Tall and Short • Big and Little • Heavy and Light	• Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight
Geometry and Spatial Sense		
Goal 1: Child identifies, describes, compares, and composes shapes.		
Names and describes shapes in terms of length of sides, number of sides, and number of angles.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon	• Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 1: Child identifies, describes, compares, and composes shapes <i>continued</i>.		
Correctly names basic shapes regardless of size and orientation.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon	• Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles
Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Sort • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle	• Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid?
Creates and builds shapes from components.	• Geoboard • Tangrams	• Unit 3, Pg. 366 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play

Oregon Standards	Waterford Digital Activities	Waterford Resources
Goal 2: Child explores the positions of objects in space.		
Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/behind.	• Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air; The Circus Came to Town • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through	• Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	• Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air; The Circus Came to Town • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through	• Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On

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 & Stories

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

Fluent Reading

Read-Along Books

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

Informational Books

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

Readable Books

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

Readable Story Sentences

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.](#)

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.

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



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Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

Comma, Comma, Comma / Homophone Monkey / Antonym Ant / Apples and Bananas / Old MacDonald's Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / Chip Chop / Adjectives Describe / Lazy

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

Many of these songs are available on the [→Waterford.org YouTube channel](https://www.youtube.com/channel/UCqWz8pL8pL8pL8pL8pL8pL8p).

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 Family

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