



# Alignment October 2025

**100%**  
Aligned

**Waterford  
Early Learning:  
PreK**

**Mississippi Early  
Learning Standards  
for Four-Year-Old  
Prekindergarten  
2018**

*\*Alignment content includes a sampling of Waterford Digital Activities and Resources*

This document provides a detailed alignment of **Waterford Early Learning** to **Mississippi Early Learning Standards**.

## Alignment Description

This document aligns Mississippi Early Learning Standards to 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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| Mississippi Early Learning Standards                                                                                                                                                                                                             | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                   | Waterford Resources                                                                                                                                                                                                                           |
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| <b>English Language Arts (Four-year-old children)</b>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |
| <b>Reading Standards for Literature</b>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |
| <b>Key Ideas and Details</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |
| <b>RL.PK.1.</b> With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).                                    | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: RL: Key Ideas: Questions</li> </ul> | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>                 |
| <b>RL.PK.2.</b> With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing). | <ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: RL: Key Ideas: Retell Stories</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 13 Going on a Bear Hunt</li> <li>• <a href="#">Unit 1</a>, Pg. 33 Dramatic Play: Bunny Cakes</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> </ul> |
| <b>RL.PK.3.</b> With prompting and support, identify some characters, settings and/or major events in a story.                                                                                                                                   | <ul style="list-style-type: none"> <li>• Sum Up, Five W's</li> <li>• Describe Characters</li> <li>• Sum Up: Remember Order</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: RL: Key Ideas: Characters, Settings, Events</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>                                                                                                      |

| Mississippi Early Learning Standards                                                                                                                                                                                                                                                       | Waterford Digital Activities                                                                                                                                                                                                                       | Waterford Resources                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Craft and Structure</b>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |
| <p><b>RL.PK.4.</b> Exhibit curiosity and interest in learning words in print.</p> <p><b>RL.PK.4a.</b> Develop new vocabulary from stories.</p>                                                                                                                                             | <ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> <li>Vocab</li> <li>Vocab Choice</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: RL: Key Ideas: Vocabulary</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>Story Time Activities</li> <li><a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li><a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> </ul> |
| <p><b>RL.PK.4b.</b> Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).</p>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Words in Your World</li> <li>Print Concepts</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: RL: Craft and Structure: Real-world Print</li> </ul>        | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li><a href="#">Unit 1</a>, Pg. 23 Morning Message</li> <li><a href="#">Unit 1</a>, Pg. 35 Calendar</li> <li><a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>       |
| <p><b>RL.PK.5.</b> With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).</p> <p><b>RL.PK.5a.</b> Identify the front cover, back cover and title page of a book.</p> | <ul style="list-style-type: none"> <li>Print Concepts</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: RL/RI: Craft and Structure: Parts of Books</li> </ul>                                    | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>Story Time Activities</li> <li><a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> </ul>                                                                |
| <p><b>RL.PK.6.</b> With prompting and support, identify the role of the “author” and “illustrator”.</p>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Print Concepts</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: RL/RI: Craft and Structure: Author and Illustrator</li> </ul>                            | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> </ul>                                                                                                                                                            |

| Mississippi Early Learning Standards                                                                                                                                                                                                                                | Waterford Digital Activities                                                                                                                                                                                                                          | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>RL.PK.7.</b> With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).                                                                                       | <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Step Into the Story</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: RL: Knowledge and Ideas: Make Connections</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> </ul>                                                                                                                                                 |
| <b>RL.PK.8.</b> No developmentally appropriate standard.                                                                                                                                                                                                            |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>RL.PK.9.</b> With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).                                                                                 | <ul style="list-style-type: none"> <li>• Compare Characters</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: RL: Knowledge and Ideas: Compare and Contrast:</li> </ul>                           | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>                                                                                                                                                                                                                                           |
| <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>RL.PK.10.</b> Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement). | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> <li>• <a href="#">Unit 2</a>, Pg. 233 Mambo Moves</li> <li>• <a href="#">Unit 5</a>, Pg. 219 Spider Webs</li> <li>• <a href="#">Unit 7</a>, Pg. 216 Digital Program</li> </ul> |

| Mississippi Early Learning Standards                                                                                                                                                                           | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                           | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Reading Standards for Informational Text</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Key Ideas and Details</b>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>RI.PK.1.</b> With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials). | <ul style="list-style-type: none"> <li>Informational Books<br/>(See titles at end of document.)</li> <li>Find an Answer</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: RI: Key Ideas: Ask and Answer</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li><a href="#">Unit 2</a>, Pg. 231 Do You Know Which Ones Will Grow?</li> </ul>                                                                                                                                                                                                                                  |
| <b>RI.PK.2.</b> With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).                                       | <ul style="list-style-type: none"> <li>Informational Books<br/>(See titles at end of document.)</li> <li>Find an Answer</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: RI: Key Ideas: Main Topic</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li><a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li><a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> </ul>                                                                                                                                                                                              |
| <b>RI.PK.3.</b> With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).       | <ul style="list-style-type: none"> <li>Making Connections</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: RI: Key Ideas: Connections</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 33 Dramatic Play: Bunny Cakes</li> <li><a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time <a href="#">Unit 5</a>, Pg. 219 Spider Webs</li> <li><a href="#">Unit 7</a>, Pg. 216 Digital Program</li> </ul>                                                                                                                                           |
| <b>Craft and Structure</b>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>RI.PK.4.</b> Exhibit curiosity and interest about words in a variety of informational texts.                                                                                                                | <p>Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: RI: Craft and Structure: Words</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li><a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li><a href="#">Unit 1</a>, Pg. 112 Elephant Invitations</li> <li><a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li><a href="#">Unit 2</a>, Pg. 196 Sweet, Sour, Bitter, Salty</li> <li><a href="#">Unit 6</a>, Pg. 4 My Body Can Do Amazing Things</li> </ul> |



| Mississippi Early Learning Standards                                                                                                    | Waterford Digital Activities                                                                                                                                                                                                                                                                    | Waterford Resources                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Craft and Structure <i>continued</i></b>                                                                                             |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RI.PK.5.</b> With prompting and support, identify the front cover, back cover, and title page of a book.                             | <ul style="list-style-type: none"> <li>• Print Concepts</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: RL/RI: Craft and Structure: Parts of Books</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> </ul>                                                                                                                                                                                                                                                             |
| <b>RI.PK.6.</b> With prompting and support, identify the role of the author and illustrator in informational text.                      | <ul style="list-style-type: none"> <li>• Print Concepts</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: RL/RI: Craft and Structure: Author and Illustrator</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> </ul>                                                                                                                                                                                                                                                             |
| <b>Integration of Knowledge and Ideas</b>                                                                                               |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RI.PK.7.</b> With prompting and support, make connections between self and text and/or information and text.                         | <ul style="list-style-type: none"> <li>• Making Connections</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: RI: Knowledge and Ideas: Connections</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Story Time Activities</li> </ul>                                                                                                                                                             |
| <b>RI.PK.8.</b> With prompting and support, explore the purpose of the informational text as it relates to self.                        | <ul style="list-style-type: none"> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: RI: Knowledge and Ideas: Connections</li> </ul>                                                | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 2</a>, Pg. 196 Sweet, Sour, Bitter, Salty</li> <li>• <a href="#">Unit 6</a>, Pg. 4 My Body Can Do Amazing Things</li> </ul> |
| <b>RI.PK.9.</b> With prompting and support, identify similarities and differences in illustrations between two texts on the same topic. | <ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: RI: Knowledge and Ideas: Similarities and Differences</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>                                                                                                                                                                                                                              |

| Mississippi Early Learning Standards                                                                                                                                                                                                                                                                                | Waterford Digital Activities                                                                                                                                                                                                                                        | Waterford Resources                                                                                                                                                                                                                                                                                                                                         |
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| <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                             |
| <b>RI.PK.10.</b> With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals). | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>                                                                                                                                                                                                                    |
| <b>Reading Standards: Foundational Skills</b>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Print Concepts</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                             |
| <b>RF.PK.1.</b> With prompting and support, demonstrate understanding of conventions of print.<br><b>RF.PK.1a.</b> Understand that print moves from left to right, top to bottom and page by page.                                                                                                                  | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Reading: Print Concepts</li> </ul>                                      | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li>• <a href="#">Unit 1</a>, Pg. 8 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> <li>• <a href="#">Unit 1</a>, Pg. 45 The Apple Tree: Discuss the Story</li> </ul> |
| <b>RF.PK.1b.</b> Recognize an association between spoken and written words.                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Look, Listen, and Match</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Reading: Print Concepts: Spoken and Written Letters</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> <li>• Letter Sound Activities</li> </ul>                                                                                                                                                                                                                    |

| Mississippi Early Learning Standards                                                                                  | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                           | Waterford Resources                                                                                                                                                                                                                                                  |
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| <b>RF.PK.1c.</b> Understand that words are separated by spaces in print.                                              | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Reading: Print Concepts:</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 23 Morning Message</li> </ul>                                                                   |
| <b>Print Concepts <i>continued</i></b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      |
| <b>RF.PK.1d.</b> Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. | <ul style="list-style-type: none"> <li>• ABC Song</li> <li>• Letters Introduction</li> <li>• Letter Match</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Reading: Print Concepts: Letter Name</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. 26 Singing the Alphabet</li> <li>• <a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> </ul> |
| <b>RF.PK.1e.</b> Recognize words as a unit of print and understand that letters are grouped to form words.            | <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Look, Listen, and Match</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Reading: Print Concepts: Spoken and Written Letters: Letters Make Words</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 23 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>                                                                                                      |
| <b>RF.PK.1f.</b> Differentiate letters from numbers.                                                                  | <ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Explain Numbers</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Reading: Print Concepts: Differentiate Letters</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>                                                                                                                                           |

| Mississippi Early Learning Standards                                                                                                                                                                                                | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                         | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Print Concepts <i>continued</i></b>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RF.PK.1g.</b> Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.                                                                                               | <ul style="list-style-type: none"> <li>Distinguish Letters</li> <li>Similarities and Differences in Letters</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Print Concepts: Differentiate Letters</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li><a href="#">Unit 1</a>, Pg. 12 Alphabet Instruction</li> <li><a href="#">Unit 1</a>, Pg. 26 Singing the Alphabet</li> </ul>                                                                                                                                                                                                                                                                      |
| <b>Phonological Awareness</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RF.PK.2.</b> With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.<br><b>RF.PK.2a.</b> Engage in language play (e.g., sound patterns, rhyming patterns, songs). | <ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>Finish the Picture</li> <li>One Doesn't Rhyme</li> <li>Rhyming Words</li> <li>Rhyme With Me</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Phonological Awareness: Language Play</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 4 The Name Song</li> <li><a href="#">Unit 1</a>, Pg. 26 Singing the Alphabet</li> <li><a href="#">Unit 1</a>, Pg. 51 Fancy Rhyming</li> <li><a href="#">Unit 1</a>, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li><a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li><a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li><a href="#">Unit 6</a>, Pg. 59 Rhythm Stick Sounds</li> </ul> |
| <b>RF.PK.2b.</b> Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).                                                                                        | <ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>Finish the Picture</li> <li>One Doesn't Rhyme</li> <li>Rhyming Words</li> <li>Rhyme With Me</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Phonological Awareness: Rhyming Words</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li><a href="#">Unit 2</a>, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li><a href="#">Unit 2</a>, Pg. 199 Rhyme Race</li> <li><a href="#">Unit 3</a>, Pg. 371 Where is Thumbkin: Find the Marble</li> </ul>                                                                                                                                                          |

| Mississippi Early Learning Standards                                                                                            | Waterford Digital Activities                                                                                                                                                                                                                                                                                              | Waterford Resources                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Phonological Awareness <i>continued</i></b>                                                                                  |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>RF.PK.2c.</b> Demonstrate awareness of the relationship between sounds and letters.                                          | <ul style="list-style-type: none"> <li>Name That Letter Sound</li> <li>Sound Song</li> <li>Letter Sound</li> <li>Sound Room</li> <li>Letter Sound Screening</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Phonological Awareness: Letter Sounds</li> </ul> | <ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li><a href="#">Unit 5</a>, Pg 232 Here Kitty, Kitty: Position Words and Letter Sound /k/</li> <li><a href="#">Unit 6</a>, Pg 21 New: Onset-Rime and Letter Sound /n</li> </ul>                                                                        |
| <b>RF.PK.2d.</b> Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping. | <ul style="list-style-type: none"> <li>Syllable</li> <li>Syllable Safari</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Phonological Awareness: Segment Syllables</li> <li>MS: PreK: Reading: Phonological Awareness: Blend Syllables</li> </ul>            | <ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li><a href="#">Unit 5</a>, Pg. 144 Listening Activity: Elephant Syllables</li> <li><a href="#">Unit 5</a>, Pg. 156 Listening Activity: Fishy Syllables</li> <li><a href="#">Unit 5</a>, Pg. 206 Listening Activity: Circus Syllables</li> </ul> |
| <b>RF.PK.2e.</b> With prompting and support, isolate and pronounce the initial sounds in words.                                 | <ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Match Initial Sounds</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Phonological Awareness: Initial Sound</li> </ul>                                             | <ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/</li> <li><a href="#">Unit 6</a>, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/</li> <li><a href="#">Unit 6</a>, Pg. 56 Listening Activity: Initial Sounds</li> </ul>                                                                       |
| <b>RF.PK.2f.</b> Demonstrate an awareness of ending sounds in words.                                                            | <ul style="list-style-type: none"> <li>Final Sound</li> <li>Right Final Sound</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Phonological Awareness: Final Sound</li> </ul>                                                                                 | <ul style="list-style-type: none"> <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 7</a>, Pg. 130 Listening Activity: Final Sounds Salute</li> </ul>                                                            |

| Mississippi Early Learning Standards                                                                                   | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                 | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Phonological Awareness <i>continued</i></b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>RF.PK.3.</b> With prompting and support, demonstrate emergent phonics and word analysis skills.                     | <ul style="list-style-type: none"> <li>Name That Letter Sound</li> <li>Sound Song</li> <li>Letter Sound</li> <li>Sound Room</li> <li>Where Is the Sound?</li> <li>Barnyard Bash</li> <li>Circus Clown Climbers</li> <li>Change One Sound</li> <li>Blend Onset/Rime</li> <li>Blending Riddles</li> <li>Phoneme Segmentation</li> <li>Blend Every Sound</li> <li>Blending Dragon</li> <li>Blend Individual Phonemes</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li><a href="#">Unit 3</a>, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li><a href="#">Unit 5</a>, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li><a href="#">Unit 5</a>, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li><a href="#">Unit 6</a>, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li><a href="#">Unit 7</a>, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li><a href="#">Unit 7</a>, Pg. 230 Blending Phonemes: BINGO</li> </ul> |
| <b>RF.PK.3a.</b> Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. | <ul style="list-style-type: none"> <li>Name That Letter Sound</li> <li>Sound Song</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Phonics: Letter Sound</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>RF.PK.3b.</b> Recognize own name, environmental print, and some common high-frequency sight words.                  | <ul style="list-style-type: none"> <li>Name Game</li> <li>Power Word</li> <li>Words In Your World</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Reading: Phonics: Environmental Print</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li><a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li><a href="#">Unit 1</a>, Pg. 74 Name Magnet</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Mississippi Early Learning Standards                                                                                                                                                                                                                                                       | Waterford Digital Activities                                                                                                                                               | Waterford Resources                                                                                                                                                                                   |
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| <b>Fluency</b>                                                                                                                                                                                                                                                                             |                                                                                                                                                                            |                                                                                                                                                                                                       |
| <b>RF.PK.4.</b> Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> </ul>                                                                                               |
| <b>Writing Standards (Four-year-old children)</b>                                                                                                                                                                                                                                          |                                                                                                                                                                            |                                                                                                                                                                                                       |
| <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                            |                                                                                                                                                                                                       |
| <b>W.PK.1.</b> With prompting and support, recognize that writing is a way of communicating for a variety of purposes.<br><b>W.PK.1a.</b> Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion. | <ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Dots, Lines, and Circles</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 181 Introducing Journals</li> </ul> |
| <b>W.PK.1b.</b> Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.                                                                                                                      | <ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Dots, Lines, and Circles</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 181 Introducing Journals</li> </ul> |
| <b>W.PK.1c.</b> Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.                                                                                                                 | <ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Dots, Lines, and Circles</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 181 Introducing Journals</li> </ul> |
| <b>W.PK.2.</b> and <b>W.PK.3.</b> No developmentally appropriate standard.                                                                                                                                                                                                                 |                                                                                                                                                                            |                                                                                                                                                                                                       |

| Mississippi Early Learning Standards                                                                                                                                                                                                                           | Waterford Digital Activities                                                                                                                                                          | Waterford Resources                                                                                                                                                                                                                                                                                                      |
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| <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |
| <b>W.PK.4.</b> No developmentally appropriate standard.                                                                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |
| <b>W.PK.5.</b> With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.                                                                 | 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. 17 Writing Center</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 181 Introducing Journals</li> </ul>                                                                                                                    |
| <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                 |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |
| <b>W.PK.7.</b> With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them. | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• (See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 2</a>, Pg. 176 Smell Survey</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 146 Are Dinosaurs Reptiles? Survey</li> </ul>                       |
| <b>W.PK.8.</b> With prompting and support, recall information from experiences to answer questions.                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Step Into the Story</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> <li>• <a href="#">Unit 4</a>, Pg. 86 Fish Investigation</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>• <a href="#">Unit 7</a>, Pg. 150 What Doesn't Belong?</li> </ul> |
| <b>W.PK.9.</b> No developmentally appropriate standard.                                                                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |
| <b>Range of Writing</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |
| <b>W.PK.10.</b> No developmentally appropriate standard.                                                                                                                                                                                                       |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |



| Mississippi Early Learning Standards                                                                                                                                                                                                                                                                                                                   | Waterford Digital Activities                                                                                                                                                                                                                                                                                    | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Speaking and Listening Standards (Four-year-old children)</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>SL.PK.1.</b> With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.</p> <p><b>SL.PK.1a.</b> Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).</p> | <p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>                                                                 | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 22 Name Song</li> <li>• <a href="#">Unit 1</a>, Pg. 60 Turn and Talk Matching</li> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>          |
| <p><b>SL.PK.1b.</b> Engage in extended conversations.</p>                                                                                                                                                                                                                                                                                              | <p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>                                                                 | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>                                                                          |
| <p><b>SL.PK.2.</b> With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.</p>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Find an Answer</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Speaking and Listening: Confirm Understanding</li> </ul> | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 2</a>, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>                                                                                                                                                             |
| <p><b>SL.PK.3.</b> With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</p>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 173 Asking for Help</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> </ul> |

| Mississippi Early Learning Standards                                                                                                                                                                  | Waterford Digital Activities                                                                                                                                                                                                                                                                                                  | Waterford Resources                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>SL.PK.4.</b> With prompting and support, describe familiar people, places, things, and events.                                                                                                     |                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 5</a>, Pg. 246 Good Friends Activity: Library Field Trip</li> <li>• <a href="#">Unit 6</a>, Pg. 82 Imagine a Germ</li> <li>• <a href="#">Unit 7</a>, Pg. 233 Precipitation</li> </ul> |
| <b>SL.PK.5.</b> With prompting and support, add drawings or other visual displays to descriptions.                                                                                                    | 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. 17 Writing Center</li> <li>• Journal Activities</li> </ul>                                                                                                                                                                                                                                           |
| <b>SL.PK.6.</b> With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.                                                            | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 188 Insect Walking Sounds</li> </ul>                                            |
| <b>Language Standards (Four-year-old children)</b>                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Conventions of Standard English</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>L.PK.1.</b> With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.<br><b>L.PK.1a.</b> Use frequently occurring nouns and verbs. | <ul style="list-style-type: none"> <li>• Songs: It Happened Yesterday</li> <li>• Nouns</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Language: Nouns</li> <li>• MS: PreK: Language: Verbs</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 136 Find Someone Who Has...</li> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 2</a>, Pg. 178 Power I</li> </ul>                                                                                                                                                           |

| Mississippi Early Learning Standards                                                                                                                                                    | Waterford Digital Activities                                                                                                                                                                                                               | Waterford Resources                                                                                                                                                                                                                                                       |
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| <b>Conventions of Standard English <i>continued</i></b>                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                           |
| <b>L.PK.1b.</b> Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).                                                                                        | <ul style="list-style-type: none"> <li>Songs: More Than One</li> <li>Plural Nouns</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Plural Nouns</li> </ul>                    |                                                                                                                                                                                                                                                                           |
| <b>L.PK.1c.</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                                                                            | <ul style="list-style-type: none"> <li>Sum Up, Five W's</li> <li>Science Investigation</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Question Words</li> </ul>             | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 116 What Is It and Who Has It?</li> <li><a href="#">Unit 7</a>, Pg. 150 What Doesn't Belong?</li> </ul>                                                                                                |
| <b>L.PK.1d.</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).                                                                        | <ul style="list-style-type: none"> <li>Songs: Preposition Cat</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Prepositions</li> </ul>                                        | <ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> </ul>                                                                                                                                                                 |
| <b>L.PK.1e.</b> Produce and expand complete sentences in shared language activities.                                                                                                    | <ul style="list-style-type: none"> <li>Songs: What Is a Sentence?</li> <li>Sentences</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Complete Sentences</li> </ul>           | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li><a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li><a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> </ul> |
| <p><b>L.PK.2.</b> With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p><b>L.PK.2a.</b> Write first name, capitalizing the first letter.</p> | <ul style="list-style-type: none"> <li>Songs: Capital Letters</li> <li>Name Game</li> <li>Letter Trace</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Write Name</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>                                                                                                                                         |

| Mississippi Early Learning Standards                                                                                                                                                                                                                                 | Waterford Digital Activities                                                                                                                                                                                                                                                                                  | Waterford Resources                                                                                                                                                                                                                                                           |
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| <b>Conventions of Standard English <i>continued</i></b>                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |
| <b>L.PK.2b.</b> Attempt to write a letter or letters to represent a word.                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Letter Trace</li> <li>Say and Trace</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Letter Trace: Uppercase</li> <li>MS: PreK: Language: Letter Trace: Lowercase</li> </ul>                              | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Journal Activities</li> <li><a href="#">Unit 2</a>, Pg. 181 Introducing Journals</li> </ul> |
| <b>L.PK.2c.</b> Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.                                                                                                                               | <ul style="list-style-type: none"> <li>Sound Song</li> <li>Name That Letter Sound</li> <li>Letter Sound</li> <li>Sound Room</li> <li>Sound Sense</li> <li>Choose a Sound</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Phonics: Letter Sound</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Journal Activities</li> <li><a href="#">Unit 2</a>, Pg. 181 Introducing Journals</li> </ul> |
| <b>Knowledge of Language</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |
| <b>L.PK.3.</b> No developmentally appropriate standard                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |
| <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |
| <p><b>L.PK.4.</b> With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</p> <p><b>L.PK.4a.</b> Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).</p> | <ul style="list-style-type: none"> <li>Songs: Synonym Tree</li> <li>Vocab</li> <li>Synonyms</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Synonyms</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li><a href="#">Unit 5</a>, Pg. 151 Dinosaur Stomp</li> </ul>                                                                                                                                               |

| Mississippi Early Learning Standards                                                                                                                                                                                                      | Waterford Digital Activities                                                                                                                                                                                                                                                                | Waterford Resources                                                                                                                                                                                                                                                       |
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| <b>Vocabulary Acquisition and Use</b> <i>continued</i>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                           |
| <p><b>L.PK.5.</b> With guidance and support, explore word relationships and word meanings.</p> <p><b>L.PK.5a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> | <ul style="list-style-type: none"> <li>Songs: All Sorts of Laundry</li> <li>Books: Buttons, Buttons</li> <li>Sort</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Sort</li> </ul>                                             | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 119 Sorting Buttons</li> <li><a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li><a href="#">Unit 3</a>, Pg. 340 Sort It Out</li> </ul>                                                           |
| <p><b>L.PK.5b.</b> Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).</p>                                                                | <ul style="list-style-type: none"> <li>Songs: Verbs; Adjectives Describe</li> <li>Books: Opposites</li> <li>Verbs</li> <li>Adjectives</li> <li>Opposites</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Opposites</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 42 Opposites and Letter Sound /o/</li> <li><a href="#">Unit 6</a>, Pg. 46 Listening Activity: Opposites and Onset-Rime</li> </ul>                                                                      |
| <p><b>L.PK.5c.</b> Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).</p>                                                                                                 | <p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>                                                                                                                               | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li><a href="#">Unit 5</a>, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>                                                                                   |
| <p><b>L.PK.5d.</b> Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).</p>                                                                                                           | <ul style="list-style-type: none"> <li>Songs: Verbs</li> <li>Verbs</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Language: Verbs</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Dance and Movement Activities</li> <li><a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li><a href="#">Unit 7</a>, Pg. 174 Taking Care of My Tee</li> </ul>                                                                       |
| <p><b>L.PK.6.</b> With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.</p>                                            | <p>Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.</p>                                                                                                                               | <ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 122 Journal Prompt: My Adventure</li> <li><a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li><a href="#">Unit 5</a>, Pg. 156 Journal Prompt: My Favorite Living Reptile</li> </ul> |

| Mississippi Early Learning Standards                                                              | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                     | Waterford Resources                                                                                                                                     |
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| <b>Mathematic Standards (Four-year-old children)</b>                                              |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                         |
| <b>Counting and Cardinality</b>                                                                   |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                         |
| <b>Know number names and the count sequence.</b>                                                  |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                         |
| <b>PK.CC.1.</b> With prompting and support, recite numbers 1 to 30 in the correct order.          | <ul style="list-style-type: none"> <li>Counting Song</li> <li>Number Instruction</li> <li>Number Counting</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Math: Counting</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 54 Counting and Attendance</li> <li>Introduce and Count Number Activities</li> </ul> |
| <b>PK.CC.2.</b> With prompting and support, recognize, name, and attempt writing numerals 0 – 10. | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Number Recognition and Sense</li> <li>Moving Target</li> <li>Picture Puzzle</li> <li>Shape Puzzle</li> <li>Number Books</li> </ul> (See titles at end of document.) <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Math: Number</li> </ul> | <ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Read and Write Number Activities</li> </ul>                       |

| Mississippi Early Learning Standards                                                                                                                                                                                                                                                                                                                 | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                        | Waterford Resources                                                                                                                                                                                                                                                                 |
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| <b>Count to tell the number of objects.</b>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                     |
| <p><b>PK.CC.3.</b> With guidance and support, understand the relationship between numerals and quantities</p> <p><b>PK.CC.3a.</b> Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials</p>                                                                         | <ul style="list-style-type: none"> <li>Counting Song</li> <li>Explain Numbers</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Number Recognition and Sense</li> <li>Counting Puzzle</li> <li>Bug Bits</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Counting and Cardinality: Numbers and Quantities</li> </ul> | <ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Read and Write Number Activities</li> </ul>                                                                                                                                                   |
| <p><b>PK.CC.3b.</b> Match quantities and numerals 0 – 5.</p>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Match Numbers</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Math: Match Quantities and Numerals</li> <li>MS: PreK: Math: Number Name</li> </ul>                                                    | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 40 Math: Same Two</li> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 170 Mad Dash Number Match</li> <li><a href="#">Unit 2</a>, Pg. 261 Make One More</li> </ul> |
| <p><b>PK.CC.4.</b> Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.</p> <p><b>PK.CC.4a.</b> Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials</p> | <ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Bug Bits</li> <li>Match Numbers</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Math: Number Name</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 218 Group Five Pets</li> <li><a href="#">Unit 2</a>, Pg. 261 Make One More</li> </ul>                                                              |

| Mississippi Early Learning Standards                                                                                                                                                          | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                                                              | Waterford Resources                                                                                                                                                                                                                           |
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| <b>Compare Numbers</b>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               |
| <p><b>PK.CC.5.</b> Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.</p> | <ul style="list-style-type: none"> <li>• Books: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Math: Compare Numbers</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 261 Make One More</li> <li>• <a href="#">Unit 6</a>, Pg. 8 Greater Than</li> <li>• <a href="#">Unit 6</a>, Pg. 71 Less Than</li> </ul>                                   |
| <b>Operations and Algebraic Thinking</b>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               |
| <b>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</b>                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               |
| <p><b>PK.OA.1.</b> With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.</p>                                     | <ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction</li> <li>• Books: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Math: Addition</li> <li>• MS: PreK: Math: Subtraction</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 114 How Does Your Garden Grow? Decompose 6</li> <li>• <a href="#">Unit 5</a>, Pg. 231 Decomposing 8</li> <li>• <a href="#">Unit 7</a>, Pg. 180 Build One More</li> </ul> |



| Mississippi Early Learning Standards                                                                                                                                                                                                          | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                                                               | Waterford Resources                                                                                                                                                                                                                                   |
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| <b>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from <i>continued</i>.</b>                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                       |
| <p><b>PK.OA.2.</b> With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</p>                                                                    | <ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction</li> <li>• Books: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Math: Addition:</li> <li>• MS: PreK: Math: Subtraction</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 83 Ten Frame Game</li> <li>• <a href="#">Unit 7</a>, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> <li>• <a href="#">Unit 7</a>, Pg. 247 How Many Are Hiding?</li> </ul> |
| <p><b>PK.OA.3.</b> With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.</p> <p><b>PK.OA.3a.</b> Duplicate and extend simple patterns using concrete objects.</p> | <ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB; ABB; ABC</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Math: Pattern</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 38 AB Pattern Garden</li> <li>• <a href="#">Unit 4</a>, Pg. 48 ABB Cereal Necklaces</li> <li>• <a href="#">Unit 4</a>, Pg. 59 ABC Patterns</li> </ul>                            |

| Mississippi Early Learning Standards                                                                                                                                                                                                               | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                   | Waterford Resources                                                                                                                                                                                                                                                                                                      |
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| <b>Measurement and Data</b>                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                          |
| <b>Describe and compare measurable attributes.</b>                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                          |
| <p><b>PK.MD.1.</b> With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).</p>                   | <ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Measuring Plants</li> <li>• Length</li> <li>• Order Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Capacity</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Math: Measurable Attributes</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 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 199 Volume</li> </ul> |
| <p><b>PK.MD.2.</b> With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).</p> <p><b>PK.MD.2a.</b> Use nonstandard units of measurement</p> | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Length</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Math: Measurable Attributes: Length</li> <li>• MS: PreK: Math: Nonstandard Units of Measurement</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 199 Volume</li> </ul>                                                                                                                           |
| <p><b>PK.MD.2b.</b> Explore standard tools of measurement.</p>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Length</li> <li>• Measurement Tools</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Math: Standard Tools of Measurement</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 199 Volume</li> </ul>                                                                                                                           |

| Mississippi Early Learning Standards                                                                                                             | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                            | Waterford Resources                                                                                                                                                                                                                                        |
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| <b>Classify objects and count the number of objects in each category.</b>                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |
| <b>PK.MD.3.</b> With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature). | <ul style="list-style-type: none"> <li>Length</li> <li>Order Size</li> <li>Sort</li> <li>Big and Little</li> <li>Tall and Short</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Math: Classify Objects</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 119 Sorting Buttons</li> <li><a href="#">Unit 4</a>, Pg. 18 Bone Exploration</li> <li><a href="#">Unit 6</a>, Pg. 114 Length</li> <li><a href="#">Unit 7</a>, Pg. 142 Weight</li> </ul> |
| <b>Geometry</b>                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |
| <b>Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |
| <b>PK.G.1.</b> With guidance and support, correctly name shapes.                                                                                 | <ul style="list-style-type: none"> <li>Songs: Kites; The Shape of Things; Shapes, Shapes, Shapes; Corners and Sides</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Simple Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Solid Shapes</li> <li>Space Shapes</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Math: 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. 320 Circles</li> </ul>                                               |

| Mississippi Early Learning Standards                                                                                                                                                                           | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                       | Waterford Resources                                                                                                                                                                                                                                                       |
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| <b>Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) <i>continued</i>.</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                           |
| <b>PK.G.2.</b> With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.                                                             | <ul style="list-style-type: none"> <li>Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Simple Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Solid Shapes</li> <li>Space Shapes</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Math: 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. 340 Sort It Out</li> <li><a href="#">Unit 3</a>, Pg. 360 Fancy Shapes</li> <li><a href="#">Unit 4</a>, Pg. 8 Flat or Solid?</li> </ul> |
| <b>PK.G.3.</b> With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.                                                                                        | <ul style="list-style-type: none"> <li>Space Shapes</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Math: Shapes: Space Shapes</li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 368 Shapes Mural</li> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>                                                                                                               |
| <b>Analyze, compare, create, and compose shapes.</b>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                           |
| <b>PK.G.4.</b> With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks). | <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Math: Create Shapes</li> </ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 9 Block Center</li> <li><a href="#">Unit 3</a>, Pg. 310 Make a Triangle</li> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>                                                  |
| <b>PK.G.5.</b> With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).                                                 | <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Math: Create Shapes</li> </ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 9 Block Center</li> <li><a href="#">Unit 3</a>, Pg. 310 Make a Triangle</li> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>                                                  |

| Mississippi Early Learning Standards                                                                                        | Waterford Digital Activities                                                                                                                                                                                                                                            | Waterford Resources                                                                                                                                                                                                                                                                                                           |
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| <b>Social Studies Standards (Four-year-old children)</b>                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                               |
| <b>Family and Community</b>                                                                                                 |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                               |
| <b>Understand self in relation to the family and the community.</b>                                                         |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                               |
| <b>PK.FC.1</b> Identify self as a member of a family, the learning community, and local community.                          | <ul style="list-style-type: none"> <li>My Family</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Social Studies: Self in Family and Community</li> </ul>                                                            | <ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li><a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>                                                                                                                                                   |
| <b>PK.FC.2.</b> With prompting and support, identify similarities and differences in people.                                | <ul style="list-style-type: none"> <li>Songs: Same and Different</li> <li>Books: Mine; José Three</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Social Studies: Similarities and Differences in People</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li><a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>                                                                                                                                                   |
| <b>PK.FC.3.</b> With prompting and support, describe some family traditions.                                                | <ul style="list-style-type: none"> <li>Soup's On!</li> <li>Party Time</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Social Studies: Family Traditions</li> </ul>                                                  | <ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li><a href="#">Unit 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>                                                                                                                                            |
| <b>PK.FC.4.</b> Identify some similarities and differences in family structure, culture, ability, language, age and gender. | <ul style="list-style-type: none"> <li>Books: Mine; José Three</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Social Studies: Families</li> </ul>                                                                  | <ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li><a href="#">Unit 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li><a href="#">Unit 6</a>, Pg. 89 Storytelling Festival</li> <li><a href="#">Unit 6</a>, Pg. 90 Thank You Notes for the Storytellers</li> </ul> |
| <b>Understand the concept of individual rights and responsibilities.</b>                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                               |
| <b>PK.FC.5.</b> With prompting and support, demonstrate responsible behavior related to daily routines.                     | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.                                     | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li><a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li><a href="#">Unit 5</a>, Pg. 246 Good Friends Activity: Library Field Trip</li> <li><a href="#">Unit 7</a>, Pg. 178 Fox In a Box</li> </ul>                        |

| Mississippi Early Learning Standards                                                                                                                                        | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                               | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Understand the concept of individual rights and responsibilities <i>continued</i>.</b>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>PK.FC.6.</b> With prompting and support, explain some rules in the home and in the classroom.</p> <p><b>PK.FC.6a.</b> Identify some rules for different settings.</p> |                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li>• <a href="#">Unit 7</a>, Pg. 178 Fox In a Box</li> </ul>                                                                                                                                                                                                          |
| <p><b>PK.FC.6b.</b> Identify appropriate choices to promote positive interactions.</p>                                                                                      | <p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.</p> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social Studies: Appropriate Choices</li> </ul>       | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>                                                                                                                                                                                                                              |
| <p><b>PK.FC.7.</b> With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).</p>                      |                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>• <a href="#">Unit 3</a>, Pg. 328 We All Have Jobs</li> <li>• <a href="#">Unit 5</a>, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul> <p><b><u>Family Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Community Helpers <a href="#">English</a>   <a href="#">Spanish</a></li> </ul> |
| <p><b>PK.FC.8.</b> With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible).</p>               | <p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.</p> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social Studies: Positive Character Traits</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 2</a>, Pg. 158 This Belongs to a Friend</li> <li>• <a href="#">Unit 7</a>, Pg. 246 I Know</li> </ul>                                                                                                                                                                                                              |
| <p><b>PK.FC.9.</b> With prompting and support, describe a simple sequence of familiar events.</p>                                                                           | <ul style="list-style-type: none"> <li>• Songs: Sequencing Events</li> <li>• Sum Up: Remember Order</li> <li>• Sequence Events</li> <li>• First, Next, Last</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social Studies: Sequence Events</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 5 Attendance</li> <li>• <a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>                                                                                                                                                                                                 |

| Mississippi Early Learning Standards                                                                                                                                            | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                         | Waterford Resources                                                                                                                                                                                                                                                                                                                                          |
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| <b>Our World</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Understand the importance of people, resources, and the environment.</b>                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                              |
| <b>PK.OW.1.</b> Treat classroom materials and the belongings of others with care.                                                                                               | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.                                                                                                                                  | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 2</a>, Pg. 240 I'm Responsible</li> </ul>                                                                                                                                                                            |
| <b>PK.OW.2.</b> With prompting and support, identify location and some physical features of familiar places in the environment.                                                 | <ul style="list-style-type: none"> <li>• Songs: Four Ecosystems</li> <li>• Books: Where in the World Would You Go Today?</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social Studies: Places in the Environment</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 225 Where We Are</li> <li>• <a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul> <p><b><u>Family Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children<br/><a href="#">English</a>   <a href="#">Spanish</a></li> </ul> |
| <b>PK.OW.3.</b> With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant). | <ul style="list-style-type: none"> <li>• Songs: Save Your Pennies</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social Studies: Money</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 328 We All Have Jobs</li> <li>• <a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>                                                                                                                                                                    |
| <b>PK.OW.4.</b> Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.       | While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 10 Computer Center</li> <li>• <a href="#">Unit 1</a>, Pg. 28 SmartStart Orientation</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Illustration Investigation</li> <li>• <a href="#">Unit 2</a>, Pg. 225 Where We Are</li> </ul>                                                       |

| Mississippi Early Learning Standards                                                                                                                                        | Waterford Digital Activities                                                                                                                                                                                                                                                                                                           | Waterford Resources                                                                                                                                                                                                                                                                                                                    |
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| <b>Understand the importance of people, resources, and the environment <i>continued</i>.</b>                                                                                |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| <b>PK.OW.5.</b> Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water). | <ul style="list-style-type: none"> <li>• Songs: Pollution Rap; I Am Part of All I See</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social Studies: Caring for the Environment</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 349 Where Does Our Water Come From?</li> <li>• <a href="#">Unit 2</a>, Pg. 214 Garbage Elves</li> </ul>                                                                                                                                                           |
| <b>History and Events</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| <b>Understand events that happened in the past.</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| <b>PK.H.1.</b> With prompting and support, describe a simple series of familiar events.                                                                                     | <ul style="list-style-type: none"> <li>• Songs: Sequencing Events</li> <li>• Sum Up: Remember Order</li> <li>• Sequence Events</li> <li>• First, Next, Last</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social Studies: Sequence Events</li> </ul>                           | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li>• <a href="#">Unit 1</a>, Pg. 35 Calendar</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>                                                                                                      |
| <b>PK.H.2.</b> Recognize events that happened in the past.                                                                                                                  | <ul style="list-style-type: none"> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social Studies: Events in the Past</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 270 Dramatic Play: Grandma's House</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journal My Family</li> <li>• <a href="#">Unit 4</a>, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul> |



| Mississippi Early Learning Standards                                                                                  | Waterford Digital Activities                                                                                                                                                                                                                                                                                           | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Science Standards (Four-year-old children)</b>                                                                     |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Scientific Method and Inquiry</b>                                                                                  |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Engage in simple investigations.</b>                                                                               |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>SM.PK.1.</b> Make observations, make predictions, and ask questions about natural occurrences or events.           | <ul style="list-style-type: none"> <li>Science Investigation</li> <li>Science Observation: From Egg to Chick</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Science: Simple Investigations</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 5</a>, Pg. 175 Ant Farm Extension</li> <li><a href="#">Unit 5</a>, Pg. 234 WorMS: Slimy, Slippery, and Smooth</li> <li><a href="#">Unit 6</a>, Pg. 18 Listening To My Bod</li> </ul>                                                                                                                                                                                                                  |
| <b>SM.PK.2.</b> Describe, compare, sort and classify, and order objects.                                              | <ul style="list-style-type: none"> <li>Songs: All Sorts of Laundry; Same and Different</li> <li>Books: Buttons, Buttons</li> <li>Make Comparisons</li> <li>Sort</li> <li>Order</li> <li>Match</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Science: Objects</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 3</a>, Pg. 340 Sort It Out</li> <li><a href="#">Unit 3</a>, Pg. 360 Fancy Shapes</li> <li><a href="#">Unit 6</a>, Pg. 114 Length</li> <li><a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li><a href="#">Unit 7</a>, Pg. 142 Weight</li> <li><a href="#">Unit 7</a>, Pg. 170 Exploring Weight</li> <li><a href="#">Unit 7</a>, Pg. 199 Volume</li> <li><a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul> |
| <b>SM.PK.3.</b> Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug). | <ul style="list-style-type: none"> <li>Science Investigation</li> <li>Science Tools</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Science: Science Tools</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 5</a>, Pg. 175 Ant Farm Extension</li> <li><a href="#">Unit 5</a>, Pg. 234 WorMS: Slimy, Slippery, and Smooth</li> <li><a href="#">Unit 6</a>, Pg. 18 Listening To My Body</li> </ul>                                                                                                                                                                                                                 |

| Mississippi Early Learning Standards                                                                | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                | Waterford Resources                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Engage in simple investigations <i>continued</i>.</b>                                            |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |
| <b>SM.PK.4.</b> Explore materials, objects, and events and notice cause and effect.                 | <ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> <li>• Magnets</li> <li>• Push and Pull</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Materials</li> <li>• MS: PreK: Science: Cause and Effect</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 342 The Water Cycle: Part 1</li> <li>• <a href="#">Unit 3</a>, Pg. 346 The Water Cycle: Part 2</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> </ul>                                                                                                                              |
| <b>SM.PK.5.</b> Describe and communicate observations, results, and ideas                           | <ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Observation: From Egg to Chick</li> <li>• Science Investigation</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Communicate</li> </ul>                             | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 176 Smell Survey</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> <li>• <a href="#">Unit 6</a>, Pg. 54 Germs</li> </ul>                                                                   |
| <b>SM.PK.6.</b> Work collaboratively with others.                                                   | <ul style="list-style-type: none"> <li>• Marmot's Basket</li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <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>Use the five senses to explore and investigate the environment.</b>                              |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |
| <b>SM.PK.7.</b> Name and identify the body parts associated with the use of each of the five senses | <ul style="list-style-type: none"> <li>• Songs: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Senses:</li> </ul>              | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 1</a>, Pg. 86 Excellent Eyes</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 2</a>, Pg. 195 Taste and Smell Snack Activity</li> <li>• <a href="#">Unit 6</a>, Pg. 18 Listening To My Body</li> </ul> |

| Mississippi Early Learning Standards                                                                                                         | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                   | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Use the five senses to explore and investigate the environment <i>continued</i>.</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>SM.PK.8.</b> Describe similarities and differences in the environment using the five senses.                                              | <ul style="list-style-type: none"> <li>• Songs: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Senses</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 84 What Do You See?</li> <li>• <a href="#">Unit 1</a>, Pg. 105 Pouring Sounds</li> <li>• <a href="#">Unit 1</a>, Pg. 152 Slime!</li> <li>• <a href="#">Unit 2</a>, Pg. 165 Safe Smelling</li> <li>• <a href="#">Unit 2</a>, Pg. 196 Sweet, Sour, Bitter, Salty</li> </ul>                                                                                                                                                                                                                  |
| <b>Physical Science</b>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Develop awareness of observable properties of objects and materials.</b>                                                                  |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>P.PK.1.</b> Manipulate and explore a wide variety of objects and materials.                                                               | <ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Materials</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 4</a>, Pg. 19 Stack, Slide, Roll</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>P.PK.2.</b> Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature). | <ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Books: The Shape of Things</li> <li>• Materials</li> <li>• Order Size</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Materials</li> <li>• MS: PreK: Science: Objects</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 3</a>, Pg. 340 Sort It Out</li> <li>• <a href="#">Unit 3</a>, Pg. 360 Fancy Shapes</li> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 170 Exploring Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 199 Volume</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul> |

| Mississippi Early Learning Standards                                                                              | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                         | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Develop awareness of observable properties of objects and materials <i>continued</i>.</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>P.PK.3.</b> Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).    | <ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat</li> <li>• Books: Up in the Air</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Position</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> <li>• <a href="#">Unit 5</a>, Pg. 232 Here Kitty, Kitty: Position Words</li> <li>• <a href="#">Unit 5</a>, Pg. 242 Long Lewie: Position Words</li> </ul> |
| <b>P.PK.4.</b> Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball). | <ul style="list-style-type: none"> <li>• Books: Mr. Mario's Neighborhood</li> <li>• Science Investigation</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Forces</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 4</a>, Pg. 19 Stack, Slide, Roll</li> </ul>                                                                                                                                                                                                                                  |

| Mississippi Early Learning Standards                                                                     | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Waterford Resources                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Life Science</b>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Acquire scientific knowledge related to life science.</b>                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>L.PK.1.</b> Name, describe, and distinguish plants, animals, and people by observable characteristics | <ul style="list-style-type: none"> <li>• Songs: Plant or Animal; Vertebrates; Invertebrates; Birds; Fish</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Mammals</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Fish</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Animal Groups</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Plant or Animal</li> <li>• MS: PreK: Science: Plants</li> <li>• MS: PreK: Science: Animals</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 24 What Makes a Mammal?</li> <li>• <a href="#">Unit 4</a>, Pg. 44 What Makes a Bird?</li> <li>• <a href="#">Unit 4</a>, Pg. 76 What Makes a Fish?</li> <li>• <a href="#">Unit 4</a>, Pg. 108 What Makes an Amphibian?</li> <li>• <a href="#">Unit 5</a>, Pg. 142 What Makes a Reptile?</li> </ul> |
| <b>L.PK.2.</b> Describe plant, animal, and human life cycles                                             | <ul style="list-style-type: none"> <li>• Books: A Seed Grows</li> <li>• Plant Life Cycle and Growth</li> <li>• Animal Life Cycle and Growth</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Life Cycles</li> </ul>                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 223 Living and Nonliving</li> <li>• <a href="#">Unit 2</a>, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> </ul>                                                                                                                    |

| Mississippi Early Learning Standards                                                                                                 | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                            | Waterford Resources                                                                                                                                                                                                                                           |
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| <b>Acquire scientific knowledge related to life science <i>continued</i>.</b>                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                               |
| <b>L.PK.3.</b> Describe the needs of living things                                                                                   | <ul style="list-style-type: none"> <li>• Books: Mela's Water Pot; Everybody Needs to Eat</li> <li>• Sun</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Needs of Living Things</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 223 Living and Nonliving</li> <li>• <a href="#">Unit 2</a>, Pg. 258 Taking Care of Living Things</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> </ul>              |
| <b>L.PK.4.</b> Compare and contrast characteristics of living and nonliving things                                                   | <ul style="list-style-type: none"> <li>• Songs: Living and Nonliving</li> <li>• Books: I Want to Be a Scientist Like George Washington Carver</li> <li>• Living or Nonliving</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Living and Nonliving Things</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 14 Vertebrates Have Bones</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul> |
| <b>Earth Science</b>                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                               |
| <b>Apply scientific knowledge related to earth science and space.</b>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                               |
| <b>E.PK.1.</b> Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy). | <ul style="list-style-type: none"> <li>• Songs: Seasons</li> <li>• Books: That's What I Like, A Book About Seasons</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Spring</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Weather</li> <li>• MS: PreK: Science: Seasons</li> </ul> | <ul style="list-style-type: none"> <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>                                                                                             |

| Mississippi Early Learning Standards                                                                                                                                              | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                             | Waterford Resources                                                                                                                                                                                                                             |
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| <b>Apply scientific knowledge related to earth science and space <i>continued</i>.</b>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |
| <b>E.PK.2.</b> Identify characteristics of the clouds, sun, moon, and stars.                                                                                                      | <ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Books: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Clouds</li> <li>• MS: PreK: Science: Sun</li> <li>• MS: PreK: Science: Moon</li> <li>• MS: PreK: Science: Stars</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 6</a>, Pg. 43 Mixing Colors: Stars, Planets, and Meteors</li> </ul>                                                 |
| <b>E.PK.3.</b> Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).                                                            | <ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See</li> <li>• Rocks</li> <li>• Soil</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Natural Objects</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. 104 Mr. Brown Can Moo! Can You?</li> </ul> |
| <b>Technology</b>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |
| <b>Identify and explore a variety of technology tools.</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |
| <b>T.PK.1.</b> Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information. | <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Science: Science Tools</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>     |

| Mississippi Early Learning Standards                                                                                                 | Waterford Digital Activities                                                                                                                                                                                                                                                 | Waterford Resources                                                                                                                                                                                                                           |
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| <b>Identify and explore a variety of technology tools <i>continued</i>.</b>                                                          |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |
| <b>T.PK.2.</b> Use technology tools to gather and/or communicate information.                                                        | <ul style="list-style-type: none"> <li>Science Tools</li> <li>Weather Tools</li> <li>Science Observation: From Egg to Chick</li> <li>Calendar/Graph Weather</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li><a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li><a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>         |
| <b>T.PK.3.</b> With prompting and support, invent and construct simple objects or structures using technology tools.                 | <ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Materials</li> <li>Magnets</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Science: Inventions</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> <li><a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li><a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul> |
| <b>Approaches to Learning Standards (Four-year-old children)</b>                                                                     |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |
| <b>Play</b>                                                                                                                          |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |
| <b>Engage in play.</b>                                                                                                               |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |
| <b>APL.P.PK.1.</b> Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.                 | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.                                          | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li><a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> </ul>                                                                 |
| <b>APL.P.PK.2.</b> Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). | <ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 6 Learning</li> <li><a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li><a href="#">Unit 7</a>, Pg. 203 Spring Gallop!</li> </ul>    |



| Mississippi Early Learning Standards                                                                                                                                  | Waterford Digital Activities                                                                                                                                                                                                                                                                       | Waterford Resources                                                                                                                                                                                                                                                                                             |
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| <b>Engage in play <i>continued</i>.</b>                                                                                                                               |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |
| <b>APL.P.PK.3.</b> Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).                                                       | <ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> <li>Perfect Present</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Approaches to Learning: Creativity</li> </ul>                                                  | <ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 242 Dramatic Play: Pet Store</li> <li><a href="#">Unit 3</a>, Pg. 336 Tuesday Story: Call For Help</li> <li><a href="#">Unit 3</a>, Pg. 339 Emergency!</li> <li><a href="#">Unit 4</a>, Pg. 6 Dramatic Play: Radiologist's Office</li> </ul> |
| <b>APL.P.PK.4.</b> Demonstrate active engagement in play.                                                                                                             | <ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Find Me!</li> <li>Where's Papa?</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Approaches to Learning: Engagement in Play</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 10 Good Playing rules</li> <li><a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li>Dramatic Play Activities</li> </ul>                                                                                                                        |
| <b>Curiosity and Initiative</b>                                                                                                                                       |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |
| <b>Demonstrate curiosity and initiative.</b>                                                                                                                          |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |
| <b>APL.CI.PK.1.</b> Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments. | <ul style="list-style-type: none"> <li>Perfect Present</li> <li>Party Time</li> <li>Science Investigation</li> <li>Pretend Play</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Approaches to Learning: New Experiences</li> </ul>             | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 10 Good Playing rules</li> <li><a href="#">Unit 1</a>, Pg. 13 Going On a Bear Hunt</li> <li><a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li>Dramatic Play Activities</li> </ul>                                                           |

| Mississippi Early Learning Standards                                                                | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Demonstrate curiosity and initiative <i>continued</i>.</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>APL.CI.PK.2.</b> Ask questions to seek new information.                                          | <ul style="list-style-type: none"> <li>Science Investigation</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Approaches to Learning: Ask Questions</li> </ul>                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 38 Illustration Investigation</li> <li><a href="#">Unit 1</a>, Pg. 50 Follow the Apples Investigation</li> <li><a href="#">Unit 3</a>, Pg. 284 Sunlight and Temperature Investigation</li> <li><a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li><a href="#">Unit 4</a>, Pg. 86 Fish Investigation</li> </ul>                                                                                                                                                                                            |
| <b>APL.CI.PK.3.</b> Make independent choices.                                                       | <ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Sketches</li> <li>Soup's On!</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Approaches to Learning: Independent Choices</li> </ul>                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 232 Wash the Tables!</li> <li><a href="#">Unit 4</a>, Pg. 120 Monarch of the Animals</li> <li><a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li><a href="#">Unit 7</a>, Pg. 198 Program Decorations</li> <li><a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> </ul>                                                                                                                                                                                     |
| <b>APL.CI.PK.4.</b> Approach tasks and activities with flexibility, imagination, and inventiveness. | <ul style="list-style-type: none"> <li>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</li> <li>Perfect Present</li> <li>Squirrel's Sketches</li> <li>Soup's On!</li> <li>Where's Papa?</li> <li>Find Me!</li> <li>Science Investigation</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Approaches to Learning: Flexibility</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 232 Wash the Tables!</li> <li><a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li><a href="#">Unit 4</a>, Pg. 112 I Can Book</li> <li><a href="#">Unit 4</a>, Pg. 120 Monarch of the Animals</li> <li><a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li><a href="#">Unit 7</a>, Pg. 198 Program Decorations</li> <li><a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> <li><a href="#">Unit 7</a>, Pg. 246 I Know</li> </ul> |

| Mississippi Early Learning Standards                                                                                                                                            | Waterford Digital Activities                                                                                                                                                                                                                                                                   | Waterford Resources                                                                                                                                                                                                                                                        |
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| <b>Persistence and Attentiveness</b>                                                                                                                                            |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |
| <b>Demonstrate persistence and attentiveness.</b>                                                                                                                               |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |
| <b>APL.PA.PK.1.</b> Follow through to complete a task or activity.                                                                                                              | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.                                                     | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 28 SmartStart Orientation</li> <li>• <a href="#">Unit 1</a>, Pg. 110 Plan, Do, Review</li> </ul>                                                                                                      |
| <b>APL.PA.PK.2.</b> Demonstrate the ability to remain engaged in an activity or experience.                                                                                     | Engaging activities throughout Waterford hold children's attention as they concentrate on each task.                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 50 Follow the Apples Investigation</li> <li>• <a href="#">Unit 1</a>, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• <a href="#">Unit 1</a>, Pg. 110 Plan, Do, Review</li> </ul> |
| <b>APL.PA.PK.3.</b> Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink). | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 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>Problem-solving Skills</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |
| <b>Demonstrate problem-solving skills.</b>                                                                                                                                      |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |
| <b>APL.PS.PK.1.</b> Identify a problem or ask a question.                                                                                                                       | <ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Approaches to Learning: Ask Questions</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> </ul>                                                                                                        |

| Mississippi Early Learning Standards                                                                                                                                                | Waterford Digital Activities                                                                                                                                                                                                                                  | Waterford Resources                                                                                                                                                                                                                                                                                 |
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| <b>Demonstrate problem-solving skills <i>continued</i>.</b>                                                                                                                         |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |
| <b>APL.PS.PK.2.</b> Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).   | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.                                                                                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 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>APL.PS.PK.3.</b> Apply prior learning and experiences to build new knowledge.                                                                                                    |                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 15 Wash Hands and Use Bathroom</li> <li>• <a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> </ul>                                                               |
| <b>Social and Emotional Development Standards (Four-year-old children)</b>                                                                                                          |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |
| <b>Social Development</b>                                                                                                                                                           |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |
| <b>Build and maintain relationships with others.</b>                                                                                                                                |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |
| <b>SED.SD.PK.1.</b> Interact appropriately with familiar adults.<br><b>SED.SD.PK.1a.</b> Communicate to seek out help with difficult task, to find comfort, and to obtain security. | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.<br><br><b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Seek Help</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> <li>• <a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul> |
| <b>SED.SD.PK.1b.</b> Engage with a variety of familiar adults for a specific purpose.                                                                                               | <ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Interact with Adults</li> </ul>                               | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> <li>• <a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul> |

| Mississippi Early Learning Standards                                                                                                                                                                                                 | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                      | Waterford Resources                                                                                                                                                                                                                                                                                                        |
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| <b>Build and maintain relationships with others <i>continued</i>.</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                            |
| <p><b>SED.SD.PK.2.</b> Interact appropriately with other children.</p> <p><b>SED.SD.PK.2a.</b> Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).</p> | <p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.</p> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Interact with Other Children</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 7</a>, Pg. 249 Friendship</li> </ul> |
| <p><b>SED.SD.PK.2b.</b> Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</p>                                                                                     | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Interact with Other Children</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• <a href="#">Introduction</a>, Pg. 9 Block Center</li> <li>• <a href="#">Unit 2</a>, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>             |
| <p><b>SED.SD.PK.2c.</b> Ask permission to use items or materials of others.</p>                                                                                                                                                      | <p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.</p>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Introduction to Centers</li> <li>• <a href="#">Unit 2</a>, Pg. 169 Personal Space Circle</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>                                                          |
| <p><b>SED.SD.PK.2d.</b> Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").</p>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>  |
| <p><b>SED.SD.PK.3.</b> Express empathy and care for others.</p> <p><b>SED.SD.PK.3a.</b> Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).</p>                         | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Papa's Thumb</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Empathy</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 7</a>, Pg. 249 Friendship</li> </ul> |

| Mississippi Early Learning Standards                                                                                                                                                                                    | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                             | Waterford Resources                                                                                                                                                                                                                                                                                              |
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| <b>Build and maintain relationships with others <i>continued</i>.</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                  |
| <b>SED.SD.PK.3b.</b> Offer and accept encouraging and courteous words to demonstrate kindness.                                                                                                                          | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• It's Not Fair!</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Empathy</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>                                                                     |
| <b>SED.SD.PK.3c.</b> With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad."):                                                                         | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Empathy</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 3</a>, Pg. 367 Animal Beat</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> </ul>                                                                                        |
| <b>Work productively toward common goals and activities.</b>                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                  |
| <b>SED.SD.PK.4.</b> Participate successfully as a member of a group.<br><b>SED.SD.PK.4a.</b> With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).       | <p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Interact with Other Children</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• <a href="#">Unit 7</a>, Pg. 203 Spring Gallop!</li> </ul>                                                                 |
| <b>SED.SD.PK.4b.</b> Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Interact with Other Children</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 158 This Belongs to a Friend</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul> |

| Mississippi Early Learning Standards                                                                                                                                                                                                          | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                         | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Work productively toward common goals and activities <i>continued</i>.</b>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>SED.SD.PK.4c.</b> Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).                                                                                                                   | <ul style="list-style-type: none"> <li>Soup's On!</li> <li>Do I Have To?</li> <li>Dinner Time</li> <li>The Picnic</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Assigned Duties</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 232 Wash the Tables!</li> <li><a href="#">Unit 4</a>, Pg. 120 Monarch of the Animals</li> <li><a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li><a href="#">Unit 7</a>, Pg. 198 Program Decorations</li> <li><a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> </ul> |
| <b>SED.SD.PK.5.</b> Join ongoing activities in acceptable ways.<br><b>SED.SD.PK.5a.</b> Express to others a desire to play (e.g., say, "I want to play."):                                                                                    | <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 1</a>, Pg. 10 Good Playing Rules</li> <li><a href="#">Unit 6</a>, Pg. 10 Please and Thank You</li> <li><a href="#">Unit 6</a>, Pg. 20 Excuse Me Game</li> <li><a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>                                                                                       |
| <b>SED.SD.PK.5b.</b> Lead and follow.                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Pretend Play</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 246 I Touch My Nose Like This</li> <li><a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li><a href="#">Unit 7</a>, Pg. 242 Simon Says Blending</li> </ul>                                                                                                                                      |
| <b>SED.SD.PK.5c.</b> Move into group with ease.                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Pretend Play</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li><a href="#">Unit 6</a>, Pg. 10 Please and Thank You</li> <li><a href="#">Unit 6</a>, Pg. 20 Excuse Me Game</li> <li><a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>                                                                                       |
| <b>SED.SD.PK.6.</b> Resolve conflicts with others.<br><b>SED.SD.PK.6a.</b> With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over."): | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.<br><br><b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Resolve Conflicts</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> <li><a href="#">Unit 6</a>, Pg. 121 Problem Solving: Fair Division</li> </ul>                                                   |
| <b>SED.SD.PK.6b.</b> With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat."):                                                                                  | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.                                                                                                                                                  | <ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 10 Please and Thank You</li> <li><a href="#">Unit 6</a>, Pg. 20 Excuse Me Game</li> </ul>                                                                                                                                                                                                                                      |

| Mississippi Early Learning Standards                                                                                                                                                                                                            | Waterford Digital Activities                                                                                                                                                                                                               | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Emotional Development</b>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Demonstrate awareness of self and capabilities.</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>SED.ED.PK.1.</b> Demonstrate trust in self.<br><b>SED.ED.PK.1a.</b> Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”). | <ul style="list-style-type: none"> <li>Squirrel’s Sketches</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Positive Statements</li> </ul>                               | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li><a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li><a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>                                                                                                                                                                                                                                                                                                      |
| <b>SED.ED.PK.1b.</b> Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).                                                                                                                  | <ul style="list-style-type: none"> <li>Lost and Found</li> <li>It’s Not Fair!</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Positive Statements</li> </ul>            | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 88 Chrysanthemum Discussion</li> <li><a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li><a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> </ul> <b><u>Family Resources</u></b> <ul style="list-style-type: none"> <li>Emotion Cards <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> |
| <b>SED.ED.PK.2.</b> Develop personal preferences.<br><b>SED.ED.PK.2a.</b> Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).                                                                   | <ul style="list-style-type: none"> <li>Science Investigations</li> <li>Find Me!</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Independence</li> </ul>                 | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 6 Learning</li> <li><a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li><a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li><a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li><a href="#">Unit 7</a>, Pg. 203 Spring Gallop!</li> </ul>                                                                                                                                                                                                              |
| <b>SED.ED.PK.2b.</b> Select and complete tasks (e.g., finish a puzzle or drawing).                                                                                                                                                              | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> <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 4</a>, Pg. 112 I Can Book</li> </ul>                                                                                                                                                                                                                                                                                                                             |



| Mississippi Early Learning Standards                                                                                                                                                        | Waterford Digital Activities                                                                                                                                                                                                               | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Demonstrate awareness of self and capabilities <i>continued</i>.</b>                                                                                                                     |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>SED.ED.PK.3.</b> Show flexibility, inventiveness, and interest in solving problems.<br><b>SED.ED.PK.3a.</b> Make alternative choices (e.g., move to another area when a center is full). | <ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Marmot's Basket</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Flexibility</li> </ul>             | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Introduction</a>, Pg. 16 Sensory Table</li> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 225 Where We Are</li> <li>• <a href="#">Unit 4</a>, Pg. 13 We're All Happy</li> <li>• <a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> </ul> |
| <b>SED.ED.PK.3b.</b> Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).                                                  | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 350 Friday Story: The Perfect Square</li> <li>• <a href="#">Unit 4</a>, Pg. 74 It's Okay to Say No</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> </ul>                                                    |
| <b>SED.ED.PK.4.</b> Know personal information.<br><b>SED.ED.PK.4a.</b> Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).                        | <ul style="list-style-type: none"> <li>• Name Game</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Describes Self</li> </ul>                                          | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 2</a>, Pg. 158 This Belongs to a Friend</li> </ul>                                                                                                                                                                                                                           |
| <b>SED.ED.PK.4b.</b> Refer to self by first and last name.                                                                                                                                  | <ul style="list-style-type: none"> <li>• Name Game</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Refer to Self</li> </ul>                                           | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li>• <a href="#">Unit 1</a>, Pg. 74 Name Magnets</li> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> </ul>                                                                                                                                                                 |
| <b>SED.ED.PK.4c.</b> Know parents'/guardians' names.                                                                                                                                        |                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 270 Dramatic Play: Grandma's House</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journal My Family</li> </ul>                                                                                                                                                                                                               |

| Mississippi Early Learning Standards                                                                                                                                               | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                | Waterford Resources                                                                                                                                                                                                                                                                            |
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| <b>Recognize and adapt expressions, behaviors, and actions.</b>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                |
| <b>SED.ED.PK.5.</b> Show impulse control with body and actions.<br><b>SED.ED.PK.5a.</b> Control own body in space (e.g., move safely through room without harm to self or others). | <ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> </ul>                                                                                                                                                                                                                                                                                           | <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 5</a>, Pg. 233 Slide Like a Snail</li> <li><a href="#">Unit 7</a>, Pg. 187 Pathways in Space</li> </ul>                                                           |
| <b>SED.ED.PK.5b.</b> Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).                                                                    | <ul style="list-style-type: none"> <li>Soup's On!</li> <li>Dinner Time</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Follow Procedures</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li><a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li><a href="#">Unit 1</a>, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>                               |
| <b>SED.ED.PK.5c.</b> Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).                                  | <ul style="list-style-type: none"> <li>Soup's On!</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Transitions</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 7 Making Changes</li> <li><a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li><a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li><a href="#">Unit 1</a>, Pg. 36 Jump Up and Down Transition</li> </ul> |
| <b>SED.ED.PK.6.</b> Manage emotions.<br><b>SED.ED.PK.6a.</b> With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).    | <ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Lost and Found</li> </ul> <b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Manage Emotions</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 39 Quiet Time</li> <li><a href="#">Unit 2</a>, Pg. 214 Garbage Elves</li> <li><a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li><a href="#">Unit 4</a>, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>          |
| <b>SED.ED.PK.6b.</b> With prompting and support, recognize emotions (e.g., "I am really mad.").                                                                                    | 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."<br><br><b><u>Classroom Playlist</u></b> <ul style="list-style-type: none"> <li>MS: PreK: Social and Emotional: Recognize Emotions</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 88 Chrysanthemum Discussion</li> <li><a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li><a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> </ul>                                |

| Mississippi Early Learning Standards                                                                                                                                                                   | Waterford Digital Activities                                                                                                                                                                                                                                                                                                       | Waterford Resources                                                                                                                                                                                                                                                                                                                                      |
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| <b>Recognize and adapt expressions, behaviors, and actions <i>continued</i>.</b>                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          |
| <b>SED.ED.PK.6c.</b> With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").                             | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Where's Papa?</li> <li>• Party Time!</li> <li>• Soup's On!</li> <li>• Find Me</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Express Feelings</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 88 Chrysanthemum Discussion</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> </ul>                                                                                    |
| <b>SED.ED.PK.6d.</b> With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").                            | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Social and Emotional: Express Frustration</li> </ul>        | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 88 Chrysanthemum Discussion</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> <li>• <a href="#">Unit 7</a>, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul> |
| <b>SED.ED.PK.7.</b> Follow procedures and routines with teacher support.<br><b>SED.ED.PK.7a.</b> Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). | <p>While interacting with Waterford Early Learning, children listen to and follow multi-step directions.</p>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 7 Making Changes</li> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li>• <a href="#">Unit 1</a>, Pg. 36 Jump Up and Down Transition</li> </ul>                                                   |
| <b>SED.ED.PK.7b.</b> Use materials with care and safety (e.g., use scissors to cut paper).                                                                                                             | <p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.</p>                                                                                         | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 19 Birthday Cupcakes</li> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 165 Safe Smelling</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>                                                 |

| Mississippi Early Learning Standards                                                                                                                                                            | Waterford Digital Activities                                                                                                                                                                                                                                                                        | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Recognize and adapt expressions, behaviors, and actions <i>continued</i>.</b>                                                                                                                |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>SED.ED.PK.7c.</b> Take turns sharing information with others (e.g., interact during group time).                                                                                             | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.                                                            | <ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 7</a>, Pg. 249 Friendship</li> </ul>                                                                              |
| <b>SED.ED.PK.8.</b> Demonstrate flexibility in adapting to different environments.<br><b>SED.ED.PK.8a.</b> Adjust behavior in different settings (e.g., at the library, playground, lunchroom). |                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li>• <a href="#">Unit 5</a>, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul>                                                                                                                                                  |
| <b>SED.ED.PK.8b.</b> Follow rules (e.g., use outside voice, use inside voice) in different settings.                                                                                            |                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li>• <a href="#">Unit 5</a>, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul> <b>Family Resources</b> <ul style="list-style-type: none"> <li>• Good Playing Rules <a href="#">English</a>   <a href="#">Spanish</a></li> </ul> |
| <b>Physical Development Standards (Four-year-old children)</b>                                                                                                                                  |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Gross Motor Skills</b>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</b>                                                    |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>PD.GM.PK.1.</b> Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).                                                                  | <ul style="list-style-type: none"> <li>• Books: Legs; Fawn Eyes</li> <li>• Songs: I Touch My Nose Like This</li> <li>• Parts of the Face</li> <li>• Body Parts</li> </ul> <b>Classroom Playlist</b> <ul style="list-style-type: none"> <li>• MS: PreK: Physical Development: Gross Motor</li> </ul> | <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 6</a>, Pg. 7 Dramatic Play: Gym</li> </ul>                                                                                                                                                                                                                             |

| Mississippi Early Learning Standards                                                                                                                                                                                           | Waterford Digital Activities | Waterford Resources                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities <i>continued</i>.</b>                                                                  |                              |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>PD.GM.PK.2.</b> Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).                                                                             |                              | <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 6</a>, Pg. 7 Dramatic Play: Gym</li> </ul>                                                                                                                                                                                              |
| <b>Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</b>                                                                                                  |                              |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>PD.GM.PK.3.</b> With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).                                                          |                              | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>                                                                                                                                         |
| <b>PD.GM.PK.4.</b> Use various types of equipment (e.g., playground equipment, tricycles, slides).                                                                                                                             |                              | <ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>                                                                                                                                                                                                                                                                      |
| <b>PD.GM.PK.5.</b> Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping). |                              | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul> |

| Mississippi Early Learning Standards                                                                                                                                                                                           | Waterford Digital Activities                                                                                  | Waterford Resources                                                                                                                                                                                                              |
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| <b>Fine Motor Skills</b>                                                                                                                                                                                                       |                                                                                                               |                                                                                                                                                                                                                                  |
| <b>Demonstrate competency in fine motor skills needed to perform a variety of physical activities.</b>                                                                                                                         |                                                                                                               |                                                                                                                                                                                                                                  |
| <b>PD.FM.PK.1.</b> With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).                        | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.                           | <ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 48 ABB Cereal Necklaces</li> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> </ul>                                                               |
| <b>Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.</b>                                                                              |                                                                                                               |                                                                                                                                                                                                                                  |
| <b>PD.FM.PK.2.</b> Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects). | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.                           | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 56 Pencil Grip</li> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>          |
| <b>PD.FM.PK.3.</b> Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).                                                                      | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.                           | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> </ul> |
| <b>Participate in fine motor activity for self-expression and/or social interaction.</b>                                                                                                                                       |                                                                                                               |                                                                                                                                                                                                                                  |
| <b>PD.FM.PK.4.</b> With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).                                                                   | 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 1</a>, Pg. 38 Eric Carle Paintings</li> <li>• <a href="#">Unit 1</a>, Pg. 56 Pencil Grip</li> <li>• <a href="#">Unit 2</a>, Pg. 181 Introducing Journals</li> </ul>    |

| Mississippi Early Learning Standards                                                                                                                                                   | Waterford Digital Activities                                                                                                                                                                                                                      | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Participate in fine motor activity for self-expression and/or social interaction <i>continued</i>.</b>                                                                              |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>PD.FM.PK.5.</b> With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play). |                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <b>Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.</b>                                                            |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>PD.FM.PK.6.</b> With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).                                                 |                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| <b>Self-care, Health, and Safety Skills</b>                                                                                                                                            |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Demonstrate an awareness and practice of safety rules.</b>                                                                                                                          |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>PD.SC.PK.1.</b> With prompting and support, identify safety rules (e.g., classroom, home, community).                                                                               | <ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Physical Development: Safety Rules</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 287 Sun Safe Song</li> <li>• <a href="#">Unit 3</a>, Pg. 336 Call for Help</li> <li>• <a href="#">Unit 3</a>, Pg. 339 Emergency!</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>                                                                                                                                                                                                                                                                          |
| <b>PD.SC.PK.2.</b> With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.                                                 | <ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Physical Development: Safety Rules</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 287 Sun Safe Song</li> <li>• <a href="#">Unit 3</a>, Pg. 336 Call for Help</li> <li>• <a href="#">Unit 3</a>, Pg. 339 Emergency!</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul> <p><b><u>Family Resources</u></b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Fire Safety Activities for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul> |

| Mississippi Early Learning Standards                                                                                                                                                  | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                          | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Demonstrate an awareness and practice of safety rules <i>continued</i>.</b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>PD.SC.PK.3.</b> With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures. | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.                                                                                                                   | <ul style="list-style-type: none"> <li>Dance and Movement Activities</li> <li><a href="#">Unit 7</a>, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Demonstrate an emerging (developing) use of standard health practices.</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>PD.SC.PK.4.</b> With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).             | <ul style="list-style-type: none"> <li>Songs: Health</li> <li>Books: We All Exercise; The Germs</li> <li>Exercise and Rest</li> <li>Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Healthy Food</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Physical Development: Health:</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. 319 Plant Part Salad</li> <li><a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li><a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> <li><a href="#">Unit 7</a>, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</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>Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> </ul> |
| <b>PD.SC.PK.5.</b> With prompting and support, participate in a variety of physical activities.                                                                                       | <ul style="list-style-type: none"> <li>Books: We All Exercise</li> <li>Exercise and Rest</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Physical Development: Health:</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li><a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>PD.SC.PK.6.</b> With prompting and support, identify nutritious foods.                                                                                                             | <ul style="list-style-type: none"> <li>Songs: Health</li> <li>Healthy Food</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>MS: PreK: Physical Development: Health: Healthy Food</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 60 Snack</li> <li><a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li><a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> <li><a href="#">Unit 7</a>, Pg. 216 Chicka Chicka Boom Boom Snack</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> <li>Food Pictures (Healthy Eating) <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>                                                              |



| Mississippi Early Learning Standards                                                                                               | Waterford Digital Activities                                                                                                                                        | Waterford Resources                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creative Expressions Standards (Four-year-old children)</b>                                                                     |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Music</b>                                                                                                                       |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Participate in music-related activities.</b>                                                                                    |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>CE.M.PK.1.</b> Create sounds and rhythms using voice, body, instruments, or sound-producing objects.                            | <ul style="list-style-type: none"> <li>Mama's Melody</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li><a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li><a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li><a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li><a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li><a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul> |
| <b>CE.M.PK.2.</b> Sing a variety of short songs.                                                                                   | Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program. | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 22 Name Song</li> <li><a href="#">Unit 1</a>, Pg. 26 Singing the Alphabet</li> <li><a href="#">Unit 1</a>, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li><a href="#">Unit 3</a>, Pg. 287 Sun Safe Song</li> <li><a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>                                                                                               |
| <b>CE.M.PK.3.</b> Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions). | Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program. | <ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 26 Singing the Alphabet</li> <li><a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li><a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li><a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li><a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>                                                               |
| <b>CE.M.PK.4.</b> With prompting and support, identify fast and slow tempos and simple elements of music.                          |                                                                                                                                                                     | <ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li><a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li><a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li><a href="#">Unit 7</a>, Pg. 120 Listen to the Beat</li> </ul>                                                                                                                                                   |
| <b>CE.M.PK.5.</b> With prompting and support, recognize a wide variety of sounds and songs from other cultures.                    | <ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 28 Music in the Preschool Classroom</li> <li><a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li><a href="#">Unit 2</a>, Pg. 233 Mambo Moves</li> </ul>                                                                                                                                                                                                                |

| Mississippi Early Learning Standards                                                    | Waterford Digital Activities                                                                                                                                                                                                                                           | Waterford Resources                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Dance and Movement</b>                                                               |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                             |
| <b>Demonstrate understanding through the use of movement.</b>                           |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                             |
| <b>CE.DM.PK.1.</b> Create simple movements (e.g., twirl, turn around, skip, shake).     | <ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b><u>Classroom Playlist</u></b></p> <ul style="list-style-type: none"> <li>• MS: PreK: Creative Expression: Dance</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 120 Listen to the Beat</li> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways in Space</li> </ul> |
| <b>CE.DM.PK.2.</b> Respond rhythmically to different types of music (e.g., fast, slow). | <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>                                                             | <ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 120 Listen to the Beat</li> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways in Space</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 and 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.

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.

## 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

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 III / 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

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](#).

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.

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

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)

## 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

Naming Parts of the Body / First, Next, Last /

One-to-One Correspondence / Opposites / Look at Details (identify same and different)

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



***Waterford Mentor is 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).***