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Aligned

Alignment Correlation 2025

**Waterford
Early Learning:
PreK**

**North Carolina
Foundations For
Early Learning and
Development 2013**

This document provides a detailed alignment of **Waterford Early Learning to North Carolina Foundations For Early Learning and Development 2013**.

Alignment Description

This document aligns North Carolina Foundations For Early Learning and Development 2013 to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

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

Reading Sequence

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

Math and Science Sequence

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

SmartStart Sequence

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

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North Carolina Standards	Waterford Digital Activities	Waterford Resources
APPROACHES TO PLAY AND LEARNING		
CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS		
Goal APL-1: Children show curiosity and express interest in the world around them.		
Discover things that interest and amaze them and seek to share them with others. APL-1m	- Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver - Science Investigation	Unit 1, Pg. 6 Learning Unit 7, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 212 It's Different, But It's Good! Family Resources - Role Play English Spanish - What Would You Do? English Spanish
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n	- Party Time - Squirrel's Sketches - Soup's On!	
Show interest in a growing range of topics, ideas, and tasks. APL-1o	- Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver - Science Investigation	Unit 1, Pg. 6 Learning Unit 7, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 212 It's Different, But It's Good! Family Resources - Role Play English Spanish - What Would You Do? English Spanish
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal APL-2: Children actively seek to understand the world around them.		
Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	• Books: I Want to Be a Scientist Like Jane Goodall • Science Investigation	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do?
Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m	• Songs: I Am Part of All I See • Science Investigation • Science Tools	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 75 Five Senses: How Do We Know?
Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	• Books: Whatever the Weather • Making Connections • Build Knowledge • Science Investigation	• Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 243 What Should I Wear? <u>Family Resources</u> • Consequence Cards English Spanish
PLAY AND IMAGINATION		
Goal APL-3: Children engage in increasingly complex play.		
Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	• Clubhouse • Marmot's Basket • Pretend Play	• Dramatic Play Activities <u>Family Resources</u> • Role Play English Spanish
Use more complex and varied language to share ideas and influence others during play. APL-3s	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	• Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	• Pretend Play	• Dramatic Play Activities <u>Family Resources</u> • Role Play English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness <i>continued</i>.		
Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u	Sing Around the World Songs	- Dramatic Play Activities <u>Family Resources</u> - Role Play English Spanish
Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	Pretend Play	- Dramatic Play Activities <u>Family Resources</u> - Role Play English Spanish - What Would You Do? English Spanish
Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m		- Dramatic Play Activities <u>Family Resources</u> - Role Play English Spanish - What Would You Do? English Spanish
Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n		- Dramatic Play Activities <u>Family Resources</u> - Role Play English Spanish - What Would You Do? English Spanish
Make up stories, songs, or dances for fun during play. APL-4o		- Dramatic Play Activities <u>Family Resources</u> - Role Play English Spanish - What Would You Do? English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
RISK TAKING, PROBLEM SOLVING, AND FLEXIBILITY		
Goal APL-5: Children are willing to try new and challenging experiences.		
Express a belief that they can do things that are hard. APL-5o	Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Approach new experiences independently. APL-5p	• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation	• Unit 1, Pg. 6 Learning • Unit 7, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 212 It's Different, But It's Good! Family Resources • Role Play English Spanish • What Would You Do? English Spanish
Ask to participate in new experiences that they have observed or heard about. APL-5q		• Unit 1, Pg. 6 Learning • Unit 7, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 212 It's Different, But It's Good!
Independently seek new challenges. APL-5r	Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Goal APL-6: Children use a variety of strategies to solve problems.		
Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Describe the steps they will use to solve a problem. APL-6o	• Songs: Problem Solving • Books: Milton's Mittens • Story Problem Strategies	• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal APL-6: Children use a variety of strategies to solve problems <i>continued</i>.		
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Explain how they solved a problem to another person. APL-6q	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
ATTENTIVENESS, EFFORT, AND PERSISTENCE		
Goal APL-7: Children demonstrate initiative.		
Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). APL-7j	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	• Center Activities • Unit 1, Pg. 18 Afternoon Centers
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k	• Perfect Present	• Dramatic Play Activities • Center Activities
Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL-7l		• Unit 1, Pg. 110 Plan, Do, Review
Goal APL-8: Children maintain attentiveness and focus.		
Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	
Consistently remain engaged in self-directed activities. APL-8l	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal APL-9: Children persist at challenging activities.		
Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 20 May I Help Game
When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9		• Unit 1, Pg. 110 Plan, Do, Review
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	• Science Observation: From Egg to Chick	• Unit 3, Pg. 306 How Do Plants Drink?
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Gook Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
EMOTIONAL AND SOCIAL DEVELOPMENT		
DEVELOPING A SENSE OF SELF		
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.		
Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). ESD-1o	• Books: Mine	• Unit 1, Pg. 149 I Am, I Can

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness <i>continued</i>.		
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	Sing Around the World Songs	Unit 3, Pg. 286 Grandmas: Same and Different
Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q		Unit 1, Pg. 32 Train My Brain: Determination Unit 7, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.		
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	- Books: I Hate Peas; Ooey, Gooey Mud; Grandpa's Great Athlete - Squirrel's Sketches - Come Inside - My Family	Unit 1, Pg. 149 I Am, I Can
Express the belief that they can do many things. ESD-2o		Unit 1, Pg. 149 I Am, I Can
Stick with tasks even when they are challenging. ESD-2p	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.	
Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). ESD-2q		Unit 1, Pg. 149 I Am, I Can Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend

North Carolina Standards	Waterford Digital Activities	Waterford Resources
DEVELOPING A SENSE OF SELF WITH OTHERS		
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.		
Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3q	• Lost and Found • Find Me! • It's Not Fair! • Do I Have To? • Where's Papa?	• Introduction, Pg. 16 Private Place • Unit 3, Pg. 373 Trusted Adults • Unit 7, Pg. 35 Good Friends Activity: I Can Calm Down <u>Family Resource</u> • Trusted Adults English Spanish
Form positive relationships with new teachers or caregivers over time. ESD-3r		• Introduction, Pg. 16 Private Place • Unit 3, Pg. 373 Trusted Adults • Unit 7, Pg. 35 Good Friends Activity: I Can Calm Down <u>Family Resource</u> • Trusted Adults English Spanish
Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	• Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game • Unit 7, Pg. 150 What Doesn't Belong?
Goal ESD-4: Children form relationships and interact positively with other children.		
Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	• Sing Around the World Songs	• Center Activities • Dramatic Play Activities • Unit 7, Pg. 84 Working Together

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal ESD-4: Children form relationships and interact positively with other children <i>continued</i>.		
Seek and give support with children they identify as friends. ESD-4r	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game • Unit 7, Pg. 150 What Doesn't Belong?
Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	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.	• Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.		
Follow social rules, transitions, and routines that have been explained to them. ESD-5q	• Soup's On!	• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
Make requests clearly and effectively most of the time. ESD-5r	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 20 May I Help Game

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups <i>continued</i>.		
Balance their own needs with those of others in the group. ESD-5s		• Unit 2, Pg. 202 Kind Kids • Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 6, Pg. 20 May I Help Game
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t		• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <u>Family Resources</u> • Consequences Cards English Spanish
Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <u>Family Resources</u> • Consequences Cards English Spanish
Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.	• Unit 2, Pg. 158 This Belongs to a Friend • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words

North Carolina Standards	Waterford Digital Activities	Waterford Resources
LEARNING ABOUT FEELINGS		
Goal ESD-6: Children identify, manage, and express their feelings.		
Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	• Boo Hoo Baby • Do I Have To? • It's Not Fair! • Lost and Found • Clubhouse • Marmot's Basket • Perfect Present • My Family • Soup's On!	• Introduction, Pg. 16 Private Place • Unit 1, Pg. 149 I Am, I Can • Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 7, Pg. 26 Journal Prompt: I feel • Unit 7, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 7, Pg. 47 Quiet Bottles • Unit 7, Pg. 57 Self-Control Instruments • Unit 7, Pg. 139 Painting My Feelings
Independently manage and express feelings effectively most of the time. ESD-6p	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	• Introduction, Pg. 16 Private Place • Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 7, Pg. 26 Journal Prompt: I feel • Unit 7, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 7, Pg. 47 Quiet Bottles • Unit 7, Pg. 57 Self-Control Instruments • Unit 7, Pg. 139 Painting My Feelings
Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	• Introduction, Pg. 16 Private Place • Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 7, Pg. 26 Journal Prompt: I feel • Unit 7, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 7, Pg. 47 Quiet Bottles • Unit 7, Pg. 57 Self-Control Instruments • Unit 7, Pg. 139 Painting My Feelings
Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	• Introduction, Pg. 16 Private Place • Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 7, Pg. 26 Journal Prompt: I feel • Unit 7, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 7, Pg. 47 Quiet Bottles • Unit 7, Pg. 57 Self-Control Instruments • Unit 7, Pg. 139 Painting My Feelings

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal ESD-6: Children identify, manage, and express their feelings <i>continued</i>.		
Use problem-solving strategies when feeling angry or frustrated. ESD-6s	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Introduction, Pg. 16 Private Place • Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 7, Pg. 26 Journal Prompt: I feel • Unit 7, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 7, Pg. 47 Quiet Bottles • Unit 7, Pg. 57 Self-Control Instruments • Unit 7, Pg. 139 Painting My Feelings
Goal ESD-7: Children recognize and respond to the needs and feelings of others.		
Communicate understanding and empathy for others' feelings. ESD-7n	• Boo Hoo Baby • Musical Mayhem • Baby's Ball	• Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o	• Broken Lamp	• Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth <u>Family Resources</u> • Consequences Cards English Spanish
Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p		• Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth <u>Family Resources</u> • Consequences Cards English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
HEALTH AND PHYSICAL DEVELOPMENT		
PHYSICAL HEALTH AND GROWTH		
Goal HPD-1: Children develop healthy eating habits.		
Try new foods. HPD-1s	- Songs: Health - Healthy Food	Unit 7, Pg. 212 It's Different, But It's Good!
Feed themselves with utensils independently. HPD-1t		Unit 5, Pg. 214 Set the Table, Please
Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	- Songs: Health - Healthy Food	Unit 1, Pg. 40 Snack Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 216 Chicka Chicka Boom Book Snack
Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	- Songs: Health - Healthy Food	Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 216 Chicka Chicka Boom Book Snack Unit 7, Pg. 205 Healthy Eating <u>Family Resources</u> - My Healthy Plate English Spanish
Name foods and beverages that help to build healthy bodies. HPD-1w	- Songs: Health - Healthy Food	Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 216 Chicka Chicka Boom Book Snack Unit 7, Pg. 205 Healthy Eating <u>Family Resources</u> - My Healthy Plate English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal HPD-2: Children engage in active physical play indoors and outdoors.		
Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o		• Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 7, Pg. 42 Birds on a Perch • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122. Obstacle Course • Unit 7, Pg. 238 Surfing the Waves
Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p	• Songs: Health • Books: We All Exercise • Exercise and Rest	• Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga)
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q		• Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 7, Pg. 42 Birds on a Perch • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122. Obstacle Course • Unit 7, Pg. 238 Surfing the Waves
Transition independently from active to quiet activities most of the time. HPD-2r		• Introduction, Pg. 24 Daily Routines • Unit 1, Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
Goal HPD-3: Children develop healthy sleeping habits.		
Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	• Songs: Health • Exercise and Rest	• Unit 6, Pg. 118 Come Rest Awhile
Independently start and participate in sleep routines most of the time. HPD-3l	• Exercise and Rest	• Unit 6, Pg. 118 Come Rest Awhile

North Carolina Standards	Waterford Digital Activities	Waterford Resources
MOTOR DEVELOPMENT		
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.		
Coordinate movement of upper and lower body. HPD-4p		• Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 7, Pg. 42 Birds on a Perch • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122. Obstacle Course • Unit 7, Pg. 238 Surfing the Waves
Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q		• Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 7, Pg. 42 Birds on a Perch • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122. Obstacle Course • Unit 7, Pg. 238 Surfing the Waves
Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r		• Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 7, Pg. 42 Birds on a Perch • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 122. Obstacle Course • Unit 7, Pg. 238 Surfing the Waves
Show awareness of own body in relation to other people and objects while moving through space. HPD-4s		• Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 3, Pg. 304 Farmer Mash • Unit 7, Pg. 117 Giraffes Can Dance! • Unit 6, Pg. 24 Fingerprints: Same or Different?

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.		
Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Unit 1, Pg. 56 Pencil Grip
Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	• Unit 1, Pg. 114 Snip, Snip, Cut • Unit 7, Pg. 48 ABB Cereal Necklaces
Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Unit 1, Pg. 56 Pencil Grip • Unit 1, Pg. 114 Snip, Snip, Cut
SELF-CARE		
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.		
Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i		• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 20 May I Help Game
Consistently use strategies to calm themselves when needed. HPD-6j	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	• Introduction, Pg. 16 Private Place • Unit 7, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 7, Pg. 47 Quiet Bottles
Goal HPD-7: Children develop independence in caring for themselves and their environment.		
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p		• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal HPD-7: Children develop independence in caring for themselves and their environment <i>continued</i>.		
Dress and undress themselves independently. HPD-7q		• Unit 6, Pg. 79 Bath Time
Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r		• Unit 1, Pg. 11 Hand Washing and Snack • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth <u>Family Resources</u> • Hand Washing Rebus English Spanish • Dental Chart English Spanish
Eat with a fork. HPD-7s		• Unit 5, Pg. 214 Set the Table, Please
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t	• Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water	• Unit 1, Pg. 14 School Field Trip • Unit 3, Pg. 276 Run, Run! Shade or Sun
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u	• Songs: Health • Books: The Germs; We All Exercise • Exercise and Rest • Healthy Food	• Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
SAFETY AWARENESS		
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.		
Avoid potentially dangerous behaviors. HPD-8m	• Songs: Sun Blues	• Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <u>Family Resources</u> • Emergency Preparedness for Kids English Spanish • Fire Safety Activity for Kids English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them <i>continued</i>.		
Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. HPD-8n	• Songs: Sun Blues • Lightning Safety	• Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <u>Family Resources</u> • Emergency Preparedness for Kids English Spanish • Fire Safety Activity for Kids English Spanish
Independently follow basic safety rules. HPD-8o	• Songs: Sun Blues • Lightning Safety	• Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <u>Family Resources</u> • Emergency Preparedness for Kids English Spanish • Fire Safety Activity for Kids English Spanish
Identify people who can help them in the community (police, firefighter, nurse). HPD-8p		• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 345 Which Hat Is Best? • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist's Office <u>Family Resources</u> • Community Helpers English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
LANGUAGE DEVELOPMENT AND COMMUNICATION		
LEARNING TO COMMUNICATE		
Goal LDC-1: Children understand communications from others.		
Show understanding of increasingly complex sentences. LDC-1n	- Songs: What Is a Sentence? - Sentences	Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 5, Pg. 141 Language: Sentence Board Game
Respond to requests for information or action. LDC-1o	- Find An Answer - Science Investigation	Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 10 Introduction to Centers Unit 1, Pg. 11 Cleanup and Center Review Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Follow more detailed multi-step directions. LDC-1p	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to multi-step directions.	Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 10 Introduction to Centers Unit 1, Pg. 11 Cleanup and Center Review Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.		
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l		Unit 1, Pg. 6 Listening Rug Rules Unit 3, Pg. 331 Thank-you Notes Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 6, Pg. 75 Grown-up Manners Family Resources - Guess How I'm Feeling English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions <i>continued</i>.		
Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	Social-emotional videos model back and forth conversations, initiated and responded to by different characters.	• Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	Social-emotional videos model back and forth conversations, initiated and responded to by different characters.	• Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	Social-emotional videos model back and forth conversations, initiated and responded to by different characters.	• Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Appreciate and use humor. LDC-2p	• Books: Rocks in My Socks; Frank's Pranks • Where's Papa?	• Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Answer more complex questions with more explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me."). LDC-3f	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	• Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	• Science Investigation	• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.		
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j	• Lost and Found • Find Me! • It's Not Fair! • Do I Have To? • Musical Mayhem • Perfect Present • Come Inside • My Family	• Unit 1, Pg. 6 Listening Rug Rules • Unit 3, Pg. 331 Thank-you Notes • Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 6, Pg. 75 Grown-up Manners <u>Family Resources</u> • Guess How I'm Feeling English Spanish
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	• Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 238 Friend Use Kind Words • Unit 6, Pg. 75 Grown-up Manners
Speak clearly enough to be understood by most people. LDC-4l	Waterford introduces letter sounds with instruction that demonstrates the positioning of lips and tongue to form the sound correctly and clearly.	• Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 164 The Hungry Thing Rhyme Play

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-5: Children describe familiar people, places, things, and events.		
Describe experiences and create and/or retell longer narratives. LDC-5f		Journal Activities
Goal LDC-6: Children use most grammatical constructions of their home language well.		
Speak in full sentences that are grammatically correct most of the time. LDC-6i	- Songs: What Is a Sentence? - Sentences	Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Goal LDC-7: Children respond to and use a growing vocabulary.		
Repeat familiar songs, chants, or rhymes. LDC-7o	Sing a Rhyme Songs/Books (See titles at end of document.)	Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 2, Pg. 164 The Hungry Thing Rhyme Play
Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	Introduction, Pg. 13 Reading Center Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 112 Elephant Invitations Unit 1, Pg. 149 I Am, I Can Unit 6, Pg. 4 My Body Can Do Amazing Things
Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7q	- Picture Clues - Vocab	Unit 2, Pg. 221 Over, Under, Through Unit 5, Pg. 141 Language: Sentence Board Game - Story Time Activities

North Carolina Standards	Waterford Digital Activities	Waterford Resources
FOUNDATIONS FOR READING		
Goal LDC-8: Children develop interest in books and motivation to read.		
Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	• Read With Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books • Decodable Books (See titles at end of document.)	• Introduction, Pg. 13 Reading Center
Use and share books and print in their play. LDC-8n	• Sing a Rhyme Songs/Books • Read-Along Books • Decodable Books (See titles at end of document.) • Pretend Play	• Story Time Activities • Introduction, Pg. 13 Reading Center
Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	• Read With Me • Read-Along Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Story Time Activities • Introduction, Pg. 13 Reading Center
Goal LDC-9: Children comprehend and use information presented in books and other print media.		
Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o	• Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.)	• Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 1, Pg. 83 Pat-a-Cake: Dough Time
Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p	• Informational Books (See titles at end of document.) • Science Investigation • Words Tell About the Pictures • Build Knowledge	• Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-9: Children comprehend and use information presented in books and other print media <i>continued</i>.		
Use knowledge of the world to make sense of more challenging texts. LDC-9q	• Making Connections • Build Knowledge • Science Investigation	• Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 5, Pg. 212 Jumbled: finding J Words and Letter Sound /j/
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r	• Making Connections • Build Knowledge	• Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 5, Pg. 212 Jumbled: finding J Words and Letter Sound /j/
Ask more focused and detailed questions about a story or the information in a book. LDC-9s	• Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Find An Answer	• Introduction, Pg. 13 Reading Center • Story Time Activities
Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t	• Peek At the Story • Find an Answer • Describe Characters • Sum Up: Five Ws	• Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 5, Pg. 212 Jumbled: finding J Words and Letter Sound /j/

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-10: Children develop book knowledge and print awareness.		
Hold a book upright while turning pages one by one from front to back. LDC-10k	All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print.	• Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities
Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, "Those words tell the story."). LDC-10l	• Print Concepts • Letters Make Words • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 127 Dramatic Play: Construction Site
Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m	• Letters Make Words • Print Concepts	• Unit 1, Pg. 11 Cleanup and Center Review
With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n	All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print.	• Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 127 Dramatic Play: Construction Site
Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o	• Print Concepts • Letters Make Words • Distinguish Letters	• Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities • Unit 1, Pg. 82 Letters Make Words
Identify their name and the names of some friends when they see them in print. LDC-10p	• Name Game	• Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-11: Children develop phonological awareness.		
Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i	- Sing a Rhyme Songs/Books (See titles at end of document.) - Rhyme - Rhyme Match - Finish the Picture - One Doesn't Rhyme	Unit 1, Pg. 51 Fancy Rhyming Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j	- Sing a Rhyme Songs/Books (See titles at end of document.) - Rhyme - Rhyme Match - Finish the Picture - One Doesn't Rhyme - Syllables - Syllable Safari	Unit 5, Pg. 144 Listening Activity: Elephant Syllables Unit 5, Pg. 156 Listening Activity: Fishy Syllables Unit 5, Pg. 166 Listening Activity: Fast Syllables
Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k	- Sing a Rhyme Songs/Books (See titles at end of document.) - Rhyme - Rhyme Match - Rhyming Words - Finish the Picture - One Doesn't Rhyme - Initial Sound - Right Initial Sound - Where Is the Sound?	Unit 1, Pg. 51 Fancy Rhyming Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/) Unit 7, Pg. 110 Listening Activity: Initial /ck/ Sounds
Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l	- Initial Sound - Right Initial Sound	Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/) Unit 7, Pg. 110 Listening Activity: Initial /ck/ Sounds

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.		
Demonstrate an interest in learning the alphabet. LDC-12e	• ABC Songs • Distinguish Letters • Letter Match • Letter Checker • Find the Letter • Name That Letter • Similarities and Differences in Letters	• Capital Letter Introductions • Lowercase Letter Introductions
Show they know that letters function to represent sounds in spoken words. LDC-12f	• Sound Song • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room	• Capital Letter Introductions • Lowercase Letter Introductions • Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/ • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/
Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	• ABC Songs • Distinguish Letters • Letter Match • Letter Checker • Find the Letter • Name That Letter • Similarities and Differences in Letters • Name Game	• Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple."). LDC-12h	• Sound Song • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room	• Capital Letter Introductions • Lowercase Letter Introductions • Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/ • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle <i>continued</i>.		
Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	• Sound Song • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room • Choose a Sound • Where Is the Sound? • Initial Sound • Right Initial Sound	• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/) • Unit 7, Pg. 110 Listening Activity: Initial /ck/ Sounds
FOUNDATIONS FOR WRITING		
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.		
Represent thoughts and ideas in drawings and by writing letters or letter- like forms. LDC-13f	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 17 Writing Center • Journal Activities
Communicate their thoughts for an adult to write. LDC-13g	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	• Introduction, Pg. 17 Writing Center • Journal Activities
Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13h	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 17 Writing Center • Journal Activities

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal LDC-14: Children use knowledge of letters in their attempts to write.		
Use known letters and approximations of letters to write their own name and some familiar words. LC-14c	• Name Game • Letter Trace	• Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14d	• Sound Song • Letter Sound • Name That Letter Sound • Letter Sound Screening • Sound Room	• Introduction, Pg. 17 Writing Center • Journal Activities
Goal LDC-15: Children use writing skills and conventions.		
Use a variety of writing tools and materials with increasing precision. LC-15i	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	• Introduction, Pg. 17 Writing Center • Journal Activities
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	• Introduction, Pg. 17 Writing Center • Journal Activities
Use some conventional letters in their writing. LC-15k	• Dots, Lines, and Circles • Letter Pictures • Letter Trace • Letter Match	• Introduction, Pg. 17 Writing Center • Journal Activities

North Carolina Standards	Waterford Digital Activities	Waterford Resources
COGNITIVE DEVELOPMENT		
CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING		
Goal CD-1: Children use their senses to construct knowledge about the world around them.		
Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1k	• Songs: Five Senses • Sight • Touch • Hearing • Smell • Taste • Heavy and Light • Big and Little • Tall and Short • Science Investigation	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 75 Five Senses: How Do We Know?
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m	• Distinguish Between Fantasy and Reality	
Organize and use information through matching, grouping, and sequencing. CD-1n	• Songs: All Sorts of Laundry • Books: Buttons, Buttons • Match • Sort • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next?	• Introduction, Pg. 16 Sensory Table • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-2: Children recall information and use it for new situations and problems.		
Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u	• Science Investigation • Making Connections • Build Knowledge • Step Into the Story	• Introduction, Pg. 13 Reading Center • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Story Time Activities
Describe past events in an organized way, including details or personal reactions. CD-2v	• Sum Up: Five Ws • Sum Up: Remember Order	• Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Journal Activities
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	• Peek At the Story • Find an Answer	• Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	• Build Knowledge • Pretend Play	• Dramatic Play Activities
Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	• Songs: Five Senses • Sight • Touch • Hearing • Smell • Taste • Science Observation: From Egg to Chick • Science Investigation	• Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.		
Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3i	Distinguish Between Fantasy and Reality	Dramatic Play Activities
Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). CD-3j	- Books: Ooey, Gooney Mud; I Hate Peas; Lumpy Mush; Bad News Shoes; The City Mouse and the Country Mouse - It's Not Fair! - Do I Have To?	Unit 7, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 7, Pg. 84 Working Together
Use language to describe their thinking processes with adult support. CD-3k	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	Unit 1, Pg. 110 Plan, Do, Review
CREATIVE EXPRESSION		
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.		
Express pleasure in different forms of art (call something "pretty," express preferences, choose to look at book of photographs or listen to music again). CD-4i		Unit 7, Pg. 139 Painting My Feelings Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk
Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j		- Visual Arts Activities - Dramatic Play Activities Unit 1, Pg. 96 Friendly Musical Chairs Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 7, Pg. 154 Gallery Talk
Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show."). CD-4k		Unit 2, Pg. 256 Polly's Tea Unit 3, Pg. 370 Shades of Paint Unit 7, Pg. 139 Painting My Feelings Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.		
Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	• Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play	• Introduction, Pg. 11 Dramatic Play Center • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 7, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom Family Resources • Role Play English Spanish • Guess How I'm Feeling English Spanish • What Would You Do? English Spanish
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	• Read With Me Books • Sing a Rhyme Songs/Books • Traditional Tales (See titles at end of document.) • Papa's Play	• Dramatic Play Activities • Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Unit 3, Pg. 370 Shades of Paint • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist's Statement • Unit 7 Pg. 154 Gallery Talk
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	• Books: Movin' to the Music Time • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby's Ballet • Mama's Melody	• Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 7, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance <i>continued</i>.		
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	• Books: Movin' to the Music Time • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby's Ballet • Mama's Melody	• Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 57 Self-Control Musical Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
SOCIAL CONNECTIONS		
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.		
Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	• Books: José Three; Mine • My Family • Come Inside	• Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l	• Pretend Play	• Dramatic Play Activities <u>Family Resources</u> • Role Play English Spanish • Community Helpers English Spanish • Trusted Adults English Spanish • What Would You Do? English Spanish
Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m		• Unit 5, Pg. 230 Dramatic Play: Library <u>Family Resources</u> • Community Helpers English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).		
Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	• Clubhouse • Come Inside • My Family	• Unit 3, Pg. 288 Journals: My Family
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.		
Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	• Sing Around the World Songs	• Unit 3, Pg. 286 Grandmas: Same and Different
Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g		• Unit 3, Pg. 286 Grandmas: Same and Different
Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	• Sing Around the World Songs	• Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
Goal CD-9: Children explore concepts connected with their daily experiences in their community.		
Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9f	• Songs: I Am Part of All I See • Books: Your Backyard; Where In the World Would You Go Today? • Backyards • Rainforests • Oceans • Deserts • Mountains	• Unit 2, Pg. 225 Where We Are <u>Family Resources</u> • Exploring Your Home City With Your Children English Spanish

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-9: Children explore concepts connected with their daily experiences in their community <i>continued</i>.		
Observe and talk about changes in themselves and their families over time. CD-9g		• Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h	• Songs: Seasons; Precipitation • Books: That's What I Like: A Book About Seasons; Whatever the Weather • Summer • Spring • Fall • Winter • Clouds • Weather • Calendar/Graph Weather	• Unit 7, Pg. 243 What Should I Wear?
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	• Songs: Food From Plants; Water • Books: Follow the Apples; Mela's Water Pot • Sun • Water	• Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 6, Pg. 108 Exercise Makes Me Better
Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	• Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 188 Full Buckets • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 7, Pg. 84 Working Together

North Carolina Standards	Waterford Digital Activities	Waterford Resources
MATHEMATICAL THINKING AND EXPRESSION		
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.		
Rote count in order to 20 with increasing accuracy. CD-10n	• Number Songs • Counting Songs • Order Numbers • Number Instruction	• Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 200 Counting in a Circle
Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting). CD-10o	• Match Numbers • Moving Target (Dots)	• Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many?" CD-10p	• Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence	• Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 200 Counting in a Circle
Given a number 0-5, count out that many objects. CD-10q	• Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence	• Introduce and Count Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 218 Group Five Pets
Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects. CD-10r	• Songs: Greater Than, Less Than; More Than, Fewer Than • Books: For the Birds • More Than, Fewer Than • More Than • Match Numbers • Make and Count Groups	• Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-10: Children show understanding of numbers and quantities during play and other activities <i>continued</i>.		
Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. C-10s	• Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction	• Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 247 How Many Are Hiding?
Write numerals or number-like forms during play and daily activities. CD-10t	• Explain Numbers • Number Instruction	• Read and Write Number Activities
Match numerals 1-5 to sets of objects, with guidance and support. CD-10u	• Counting Songs • Object Counting • Number Instruction • Match Numbers • Bug Bits • Make and Count Groups	• Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 5, Pg. 200 Counting in a Circle
Recognize some numerals and attempt to write them during play and daily activities. CD-10v	• Explain Numbers • Number Instruction	• Read and Write Number Activities
Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train). CD-10w	• Songs: Monster Trucks • First, Next, Last	• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.		
Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11i	- Songs: Measuring Plants; Savanna Size; Large, Larger, Largest - Length - Weight - Heavy and Light - Tall and Short - Big and Little	Unit 3, Pg. 296 We Are All Growing Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight
Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m	- Length - Capacity - Weight - Measurement Tools	Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). CD-11n	- Songs: Measuring Plants; Savanna Size; Large, Larger, Largest - Make Comparisons - Order Size - Length - Weight - Heavy and Light - Tall and Short - Big and Little	Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o	- Length - Order Size	Unit 6, Pg. 114 Length Unit 7, Pg. 199 Volume
Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). CD-11p	- Songs: All Sorts of Laundry - Books: Buttons, Button - Sort	Unit 1, Pg. 119 Sorting Buttons Unit 1, Pg. 134 Texture Sort Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 338 Sort It Out Unit 3, Pg. 360 Fancy Shapes Unit 7, Pg. 8 Flat or Solid?

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment <i>continued</i>.		
Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q	- Songs: Train Station Patterns - Patterns - Pattern AB - Pattern ABC - Pattern ABB	Unit 7, Pg. 38 AB Pattern Garden Unit 7, Pg. 48 ABB Cereal Necklaces Unit 7, Pg., 59 ABC Patterns
Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.		
Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k	- Songs: Get Over the Bugs; Positioning; Monster Trucks - Books: Up in the Air - Inside, Outside, Between - Over, Under, and Through - Over, Under, Above, Below - Above, Below, Next to, On - First, Middle, Last	Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On
Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). CD-12l	- Songs: Shapes, Shapes, Shapes; Kites - Books: The Shape of Things; Imagination Shapes - Simple Shapes - Solid Shapes - World Shapes - Circle, Square, Triangle, Rectangle	Introduction, Pg. 9 Block Center Unit 7, Pg. 28 Classroom Block Play
Name basic shapes and describe their characteristics using descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). CD-12m	- Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides - Books: The Shape of Things; Imagination Shapes - Simple Shapes - Solid Shapes - World Shapes - Circle, Square, Triangle, Rectangle	Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.		
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e	• Books: Milton's Mittens • Problem Solving Strategies	• Introduction, Pg. 9 Block Center; Pg. 12 Math Center
Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" During play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). CD-13f	• One-to-one Correspondence • Match Numbers • Make and Count Groups • Soup's On!	• Unit 2, Pg. 252 Find One More • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). CD-13g	• Books: Milton's Mittens • Problem Solving Strategies • Act Out Addition • Act Out Subtraction • Calendar/Graph Weather	• Introduction, Pg. 9 Block Center; Pg. 12 Math Center • Unit 2, Pg. 252 Find One More • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have cookies so I got four more."). CD-13h	• Books: Milton's Mittens • Problem Solving Strategies • Act Out Addition • Act Out Subtraction • Patterns • Pattern AB • Pattern ABC • Pattern ABB	• Unit 2, Pg. 252 Find One More • Unit 6, Pg. 83 Ten Frame Game • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?

North Carolina Standards	Waterford Digital Activities	Waterford Resources
SCIENTIFIC EXPLORATION AND KNOWLEDGE		
Goal CD-14: Children observe and describe characteristics of living things and the physical world.		
Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k	• Songs: All Sorts of Laundry • Books: Buttons, Button • Sort • Simple Shapes • Insects • Touch • Sight • Spiders • Rocks • Plants	• Unit 2, Pg. 248 Plant or Animal
Notice and react to the natural world and the outdoor environment. CD-14l	• Songs: I Am Part of All I See; Seasons • Books: That's What I Like: A Book About Seasons • Rainforests • Mountains • Oceans • Desert • Spring • Summer • Fall • Winter	• Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 347 Where Does Our Water Come From?
Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m	• Songs: Food From Plants; Plants Are Growing; Water • Books: Follow the Apples; Mela's Water Pot • Sun • Water • Plants Need Water • Animals Need Water • Plants and Animals Need Air	• Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-14: Children observe and describe characteristics of living things and the physical world <i>continued</i>.		
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n		• Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o	• Songs: Seasons; Sun Blues; The Moon; Precipitation • Books: That's What I Like: A Book About Seasons; Moon Song • Sun • Moon • Spring • Summer • Fall • Winter • Weather • Clouds	• Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p	• Materials • Water • States of Water • Solid and Liquid	• Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342, 346 The Water Cycle: Parts 1 & 2
Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q	• Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water	• Unit 3, Pg. 347 Where Does Our Water Come From?

North Carolina Standards	Waterford Digital Activities	Waterford Resources
Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.		
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 16 Science Center • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o	• Science Investigation • Build Knowledge • Find an Answer • Science Observation: From Egg to Chick	• Unit 1, Pg. 24 What Do Scientists Do? • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p	• Songs: Five Senses • Sight • Touch • Hearing • Smell • Taste • Heavy and Light • Big and Little • Tall and Short	• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342, 346 The Water Cycle: Parts 1 & 2 • Unit 1, Pg. 134 Texture Sort
Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q	• Science Investigation • Science Tools • Measurement Tools • Weather Tools	• Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 6, Pg. 18 Listening To My Body
Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r	• Science Observation: From Egg to Chick • Science Investigation	• Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s		• Unit 1, Pg. 110 Plan, Do, Review

Pre-Math and Science

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

Basic Math and Science

Math and Science Books

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

Fluent Math and Science

Math and Science Books

The Snow Project / Chloe's Cracker Caper / What Sounds Say / Fossils Under Our Feet / The Boonville Nine / I Want to Be a Scientist Like Alexander von Humboldt / I Want to Be a Scientist Like Marie Curie / I Want to Be a Scientist Like Stephen Hawking / George and Jack / The Old Maple Tree / A Dinosaur's First Day / I Want to Be a Scientist Like Isaac Newton / My Family Campout / I Want to Be a Scientist Like Thomas Edison / Warm Soup for Dedushka / How Did the Chicken Cross the Road? / Inventions All Around / The Beginning of Numbers / I Want to Be a Mathematician Like Ada Byron Lovelace / Lightning Bells / Tyrannosaurus X1 / Halves and Fourths and Thirds / Navajo Beads / Red Rock, River Rock / I Want to Be a Mathematician Like Srinivasa Ramanujan / The Fraction Twins / Yangshi's Perimeter / I Want to Be a Mathematician Like Archimedes / Birds at My House / Painting by Number / The Fable Fair



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.

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

Many of these songs are available on the [→Waterford.org YouTube channel](https://www.youtube.com/channel/UCqWz8pR8p8p8p8p8p8p8p8p8).

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect

to Me, Build Knowledge

Readiness Skills Letters

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

Phonological Awareness Letters

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



Waterford Family

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