



Alignment October 2025

100%
Aligned

**Waterford
Upstart**

**Nevada
Pre-Kindergarten
Standards Revised
2023**

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

This document provides a detailed alignment of **Waterford Early Learning** to **Nevada Pre-Kindergarten Standards Revised 2023**.

Alignment Description

This document aligns Nevada Pre-Kindergarten Standards Revised 2023 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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Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Approaches to Learning		
Approaches to Learning Standard 1: Demonstrate curiosity and initiative.		
Curiosity and Initiative Indicators (A.CI)		
A.CI.PK1. Ask questions and seek new information related to a variety of topics, ideas, and activities.	• Books: I Want to Be a Scientist Like Jane Goodall • Science Investigation	
A.CI.PK2. Seek out and explore unfamiliar objects and activities.	• Books: I Want to Be a Scientist Like Jane Goodall • Science Investigation	• Family Math & Science Activities
A.CI.PK3. Initiate activities or tasks.	• Books: I Want to Be a Scientist Like Jane Goodall • Science Investigation	• Family Mindset Activities
A.CI.PK4. Make choices and communicate their choice to adults and other children.	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	• Waterford Upstart Activity Book, Pg. 64
Approaches to Learning Standard 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.		
Responding to Challenges Indicators (A.RC)		
A.RC.PK1. Try or join in new activities and experiences, even if they are perceived as challenging.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Family Mindset Activities
A.RC.PK2. Use a variety of approaches and strategies to complete tasks and solve problems.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Family Mindset Activities
A.RC.PK3. Try different strategies to resolve conflict or other problems in working with other children	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Consequences Cards • Family Mindset Activities

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Responding to Challenges Indicators (A.RC) <i>continued</i>		
A.RC.PK4. Recognize and attempt to correct mistakes.	• Broken Lamp	• Family Mindset Activities
A.RC.PK5. Use rules from one situation as a guide for behavior in a different situation.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	• Problem Solving Pictures • Consequence Cards
A.RC.PK6. Delay gratification to complete a larger task.	• Perfect Present	• Family Mindset Activities
A.RC.PK7. Manage transition between activities without getting frustrated.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	
Approaches to Learning Standard 3: Demonstrate the ability to focus attention and persist in an activity.		
Engagement in Learning Indicators (A.EL)		
A.EL.PK1. Maintain focus on activities for developmentally appropriate periods of time.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	• Family Mindset Activities
A.EL.PK2. Persist in tasks and re-engage in an activity after an interruption.	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.	• Family Mindset Activities
A.EL.PK3. Express satisfaction when accomplishing a task and achieving a goal.	• Squirrel's Sketches • Perfect Present	• Family Mindset Activities
A.EL.PK4. Continue with a task or activity even when it is challenging or frustrating.	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.	• Family Mindset Activities • Waterford Upstart Activity Book, Pg. 71

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Approaches to Learning Standard 4: Demonstrate imagination and engage in different types of play.		
Play and Imagination Indicators (A.PL)		
A.PL.PK1. Use imagination in social and pretend play	Pretend Play	Role Play
A.PL.PK2. Give and follow directions from peers during social play	Pretend Play	Role Play
A.PL.PK3. Communicate in a variety of ways when playing with others.	Pretend Play	Role Play
A.PL.PK4. Use what was learned in other disciplines in pretend play	Pretend Play	Role Play
A.PL.PK5. Act out or create a new role based on life experiences, including collaboration with peers in related roles.	Pretend Play	Role Play
A.PL.PK6. Use materials or objects to represent something else during play or when acting out stories.	Pretend Play	Role Play
A.PL.PK7. Differentiate between pretend and real.	Distinguish Between Fantasy and Reality	Role Play

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Social Studies		
Social Studies Standard 1: Demonstrate a basic awareness of self as an individual, within the context of a group and community.		
Individual Development and Cultural Identity Indicators (SS.ID)		
SS.ID.PK1. Identify and describe characteristics of self that are unique from others.	Books: Mine	Waterford Upstart Activity Book, Pg. 1
SS.ID.PK2. Identify self as a member of a family.	My Family	
SS.ID.PK3. Share information about their family practices, customs, and culture.	Books: Mine	
SS.ID.PK4. Identify and describe family traditions and daily rituals that are important to their family.	Books: Mine; Treasures from the Loom	
Social Studies Standard 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.		
Civic Ideas and Practices Indicators (SS.CI)		
SS.CI.PK1. Identify self as member of a classroom or community		Exploring Your Home City With Your Children
SS.CI.PK2. Identify classroom teachers/practitioners and peers by name.		Community Helpers
SS.CI.PK3. Recognize and resolve conflicts with peers in an age-appropriate manner.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	- Family Mindset Activities - Consequences Cards

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Civic Ideas and Practices Indicators (SS.CI) <i>continued</i>		
SS.CI.PK4. Show awareness of and follow group routines and rules.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	
SS.CI.PK5. Participate in group decision-making.		Family Mindset Activities
SS.CI.PK6. Work together to complete simple tasks with peers.		Family Mindset Activities
SS.CI.PK7. Identify and describe the roles of different community helpers.		Community Helpers
Social Studies Standard 3: Demonstrate knowledge of the relationship between people and places.		
Geography, Humans, and the Environment Indicators (SS.GH)		
SS.GH.PK1. Use spatial words to identify direction and location.	- Songs: Get Over the Bugs; Position Cat; Monster Trucks - Books: Up in the Air - First, Middle, Last - Over, Under, Above, Below - Over, Under, and Through - Top, Beside, and Bottom - Inside, Outside, Between - Position - Above, Below, Next to, On	Position Words
SS.GH.PK2. Identify and describe their classroom, home, or community.		Exploring Your Home City With Your Children
SS.GH.PK3. Identify differences and similarities between home and school.		Exploring Your Home City With Your Children

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Geography, Humans, and the Environment Indicators (SS.GH) <i>continued</i>		
SS.GH.PK4. Recognize that peers live in different places within the community.		Exploring Your Home City With Your Children
SS.GH.PK5. Recognize and identify some tools and resources used to describe features of places.		Exploring Your Home City With Your Children
SS.GH.PK6. Identify and describe environmental and geographical features of the area where they live.		Exploring Your Home City With Your Children
SS.GH.PK7. Participate in taking care of the world around them.	- Care of Water - Care of Earth	
Social Studies Standard 4: Demonstrate the ability to differentiate between the concepts of past, present, and future, and recognize that people and things change over time.		
Time, Continuity, and Change Indicators (SS.TC)		
SS.TC.PK1. Describe a sequence of events.	First, Next, Last	Waterford Upstart Activity Book, Pg. 53
SS.TC.PK2. Recognize a change in a sequence of events.	First, Next, Last	Waterford Upstart Activity Book, Pg. 53
SS.TC.PK3. Recognize changes that take place over time.	- Songs: Seasons - Books: That's What I Like: A Book About Seasons - Spring - Summer - Fall - Winter	The Weather Around Us
SS.TC.PK4. Describe events that happened in the immediate past or are planned for the near future.		Schedule Cards for Families

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Social Studies Standard 5: Demonstrate an awareness of basic economic concepts.		
Economic Systems Indicators (SS.ES)		
SS.ES.PK1. Recognize that resources can be limited.	- Care of Water - Care of Earth - Natural Resources	Natural Resources
SS.ES.PK2. Recognize that people may want something, which is different from something they need.	- Sun - Water	
SS.ES.PK3. Decide between at least two choices involving resources in the classroom or at home.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	
SS.ES.PK4. Recognize that people use money to buy things they want and need.		Money
Health, Safety, and Physical Development		
Health, Safety, and Physical Development Standard 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.		
Health Indicators (HSP.HE)		
HSP.HE.PK1. Practice basic personal hygiene skills.	- Songs: Health - Books: The Germs - Avoid Germs and Prevent Illness - Teeth	- Hand Washing Rebus - Health
HSP.HE.PK2. Practice simple self-care.	- Songs: Health - Books: The Germs - Avoid Germs and Prevent Illness - Teeth	Health

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Health Indicators (HSP.HE) <i>continued</i>		
HSP.HE.PK3. Practice basic disease prevention skills.	- Songs: Health - Books: The Germs - Avoid Germs and Prevent Illness	- Hand Washing Rebus - Health
HSP.HE.PK4. Engage in moderate to vigorous physical activities and large motor play on a daily basis.	- Books: We All Exercise - Exercise and Rest	Exercise and Rest
HSP.HE.PK5. Identify the basic need for air, water, and food.	- Songs: Food From Plants; Water - Books: Follow the Apples; Mela's Water Pot - Sun - Water	
HSP.HE.PK6. Identify and/or describe a variety of foods.	- Songs: Health; Food From Plants - Healthy Food - Food From Plants	- Food Pictures (Healthy Eating) - My Healthy Plate
HSP.HE.PK7. Communicate about the importance of eating a variety of foods and making healthy food choices.	- Songs: Health; Food From Plants - Healthy Food - Food From Plants	- Food Pictures (Healthy Eating) - My Healthy Plate
HSP.HE.PK8. Communicate feelings of hunger and fullness		My Healthy Plate
Health, Safety, and Physical Development Standard 2: Demonstrate knowledge of personal safety practices.		
Safety Indicators (HSP.SA)		
HSP.SA.PK1. Describe and follow basic safety rules.	- Songs: Sun Blues - Lightning Safety	- Emergency Preparedness for Kids - Fire Safety Activity for Kids
HSP.SA.PK2. Seek teacher assistance when injured or ill.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Safety Indicators (HSP.SA) <i>continued</i>		
HSP.SA.PK3. Identify, avoid, and alert teachers of potential safety hazards or danger.	- Songs: Sun Blues - Lightning Safety	- Emergency Preparedness for Kids - Fire Safety Activity for Kids
HSP.SA.PK4. Recognize community health and safety helpers.		Community Helpers
Health, Safety, and Physical Development Standard 3: Demonstrate large motor skills and different types of movement.		
Large Motor Indicators (HSP.LM)		
HSP.LM.PK1. Use large muscles with control and strength.	- Books: We All Exercise - Exercise and Rest	- Health - Exercise
HSP.LM.PK2. Perform activities that combine and coordinate large muscle movements.	- Books: We All Exercise - Exercise and Rest	- Health - Exercise
HSP.LM.PK3. Maintain balance when sitting, standing, or moving	- Books: We All Exercise - Exercise and Rest	Yoga Flash Cards
HSP.LM.PK4. Exhibit strength and stamina to participate in a variety of large motor activities.	- Books: We All Exercise - Exercise and Rest	Yoga Flash Cards
HSP.LM.PK5. Use perceptual (e.g., visual spatial) information to guide movements around objects and other people.	- Songs: Position Cat; Get Over the Bugs - Books: Up in the Air - Position - Over, Under, Above, Below - Above, Below, Next to, On - Over, Under, and Through - Inside, Outside, Between	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Health, Safety, and Physical Development Standard 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.		
Small Motor Indicators (HSP.SM)		
HSP.SM.PK1. Use small motor hand muscles with strength and control to manipulate tools and other small items.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	• Waterford Upstart Activity Book, Pg. 3-21
HSP.SM.PK2. Use the thumb and first three fingers to hold and manipulate tools for activities such as writing, drawing, and painting.		• Waterford Upstart Activity Book, Pg. 4 • Tripod Pencil Grip • Letter Writing Practice • Number Writing Practice
HSP.SM.PK3. Exhibit eye hand coordination when manipulating small objects.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	• Waterford Upstart Activity Book, Pg. 3-21
Language and Early Literacy		
Language and Early Literacy Standard 1: Demonstrate the ability to attend to and understand communication from others.		
Receptive Communication Indicators (L.RC)		
L.RC.PK1. Use verbal and nonverbal signals to acknowledge communication from others.	• Lost and Found • Find Me! • It's Not Fair! • Do I Have To? • Musical Mayhem • Perfect Present • Come Inside • My Family	• Guess How I'm Feeling
L.RC.PK2. Show ongoing connection to a conversation, group discussion, or presentation.	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	• Waterford Upstart Activity Book, Pg. 64

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Receptive Communication Indicators (L.RC) <i>continued</i>		
L.RC.PK3. Recall and follow two- and three-step directions.	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.	
L.RC.PK4. Show understanding of books read aloud, stories, or explanations on a topic.	- Find an Answer - Sum Up: Remember Order - Sum Up: Five Ws	Family Reading Activities
L.RC.PK5. Listen with increasing attention span to gain new knowledge.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	
Language and Early Literacy Standard 2: Demonstrate the ability to express themselves verbally or nonverbally.		
Expressive Communication Indicators (L.EC)		
L.EC.PK1. Communicate to express self in detailed ways.		Waterford Upstart Activity Book, Pg. 8
L.EC.PK2. Communicate in complete sentences using at least three words.	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.	
L.EC.PK3. Follow conventions of conversation most of the time.	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.	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Expressive Communication Indicators (L.EC) <i>continued</i>		
L.EC.PK4. Share ideas and information from personal and group experiences.	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.	Waterford Upstart Activity Book, Pg. 8
L.EC.PK5. Communicate to express needs and clarify a word or statement when misunderstood.	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.	
Language and Early Literacy Standard 3: Use a variety of vocabulary words during play and other activities.		
Vocabulary Indicators (L.V)		
L.V.PK1. Use vocabulary words with increasing specificity and variety to describe feelings, experiences, observations, and ideas.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
L.V.PK2. Use context to determine the meaning of unknown words.	- Picture Clues - Vocabulary	
L.V.PK3. Use a wide variety of words for many purposes.	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.	
L.V.PK4. Use words that describe a category of objects that go together.	- Songs: All Sorts of Laundry - Books: Buttons, Buttons - Match - Sort	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Vocabulary Indicators (L.V) <i>continued</i>		
L.V.PK5. Identify common opposite words.	- Songs: Antonym Ant - Books: Opposites	Opposites
L.V.PK6. Use words with similar meaning to describe an object, emotion, or action.	Songs: Synonym Tree	
L.V.PK7. Discuss and use new vocabulary words learned from stories, books, and/or other early literacy activities.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
Language and Early Literacy Standard 4: Demonstrate knowledge of the alphabet and how letters are used in the reading process.		
Alphabet Knowledge Indicators (L.AK)		
L.AK.PK1. Identify the names of letters in own name and produce the sound of the first letter in own name.	Name Game	Waterford Upstart Activity Book, Pg. 6; 9
L.AK.PK2. Identify and name most letters in their uppercase form and some letters in their lowercase form.	- ABC Songs - Distinguish Letters - Letter Match - Letter Checker - Find the Letter - Name That Letter - Similarities and Differences in Letters	Waterford Upstart Activity Book, Pg. 9
L.AK.PK3. Name and produce the letter sound for several letters	- Sound Song - Name That Letter Sound - Letter Sound - Letter Sound Screening - Sound Room	Waterford Upstart Activity Book, Pg. 22

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Language and Early Literacy Standard 5: Demonstrate knowledge of how print and books are read.		
Print and Book Awareness Indicators (L.PB)		
L.PB.PK1. Recognize that print carries a message and information.	• Print Concepts • Letters Make Words • Read with Me Books	
L.PB.PK2. Recognize environmental print and symbols.	• Words in Your World	
L.PB.PK3. Indicate that groups of letters form a word.	• Letters Make Words	
Language and Early Literacy Standard 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.		
Comprehension Indicators (L.C)		
L.C.PK1. Ask questions or make comments related to the details of a story.	• Sum Up: Remember Order • Sum Up: Five Ws	• Family Reading Activities
L.C.PK2. Retell a story, putting at least two events in the appropriate sequence.	• Sum Up: Remember Order • What Comes Next?	• Sum Up: Remember Order
L.C.PK3. Predict what might happen next in a story	• Peek at the Story • Check My Prediction	
L.C.PK4. Recall information and answer questions related to an event, text, or pictures related to self and the world around them.	• Making Connection • Step Into the Story • Sum Up: Remember Order • Sum Up: Five Ws • Check My Prediction • What Comes Next?	
L.C.PK5. Use pictures to gain meaning and follow a simple pictorial direction.	• Words Tell About the Pictures • Picture Clues	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Language and Early Literacy Standard 7: Demonstrate the use of written letters and symbols to communicate.		
Writing Indicators (L.W)		
L.W.PK1. Draw to express ideas, thoughts, or interests.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Waterford Upstart Activity Book, Pg. 7
L.W.PK2. Experiment with writing tools and materials for variety of purposes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Waterford Upstart Activity Book, Pg. 3
L.W.PK3. Recreate basic shapes that form letters or draw the shapes while looking at a model.	• Letter Trace	• Waterford Upstart Activity Book, Pg. 9
L.W.PK4. Write for a variety of purposes using increasingly sophisticated marks.		• Waterford Upstart Activity Book, Pg. 3 • Tripod Pencil Grip • Letter Writing Practice • Number Writing Practice
L.W.PK5. Use letter-like approximation to print name.	• Name Game • Letter Trace	• Waterford Upstart Activity Book, Pg. 6
L.W.PK6. Share ideas, information from experiences, and opinions for class writing.	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.	
L.W.PK7. Dictate words, phrases, or sentences to an adult who writes them down.	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.	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Language and Early Literacy Standard 8: Demonstrate knowledge of sounds within spoken language.		
Phonological Awareness Indicators (L.PA)		
L.PA.PK1. Repeat rhyming words.	• Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • Finish the Picture	• Waterford Upstart Activity Book, Pg. 22
L.PA.PK2. Identify beginning sounds of some spoken words with which they are familiar.	• Initial Sound • Right Initial Sound • Match Initial Sounds	• Waterford Upstart Activity Book, Pg. 22
L.PA.PK3. Identify two or more spoken words that share the same initial sound.	• Initial Sound • Right Initial Sound • Match Initial Sounds	• Waterford Upstart Activity Book, Pg. 22
L.PA.PK4. Identify multiple parts of short words and long words.	• Blend Onset/Rime Sounds • Syllable Safari • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound	• Waterford Upstart Activity Book, Pg. 22

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Science		
Science Standard 1: Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.		
Exploration, Observation, and Hypotheses Indicators (S.EO)		
S.EO.PK1. Use smell, touch, sight, sound, and taste to make observations.	- Songs: Five Senses - Sight - Touch - Hearing - Smell - Taste	Five Senses
S.EO.PK2. Use tools to observe and describe objects, the environment, and processes.	Science Tools	
S.EO.PK3. Use observations and information to notice patterns, create groups based on similarities/ differences observed, and/ or make predictions.	- Science Investigation - Science Tools - Measurement Tools - Weather Tools	
S.EO.PK4. Make predictions using prior knowledge and experience.	Science Investigation	
Science Standard 2: Demonstrate the ability to use information gathered in different ways to conduct investigations.		
Scientific Investigation Indicators (S.SI)		
S.SI.PK1. Show curiosity and ask questions about things they are interested in that can be answered through an investigation.	Science Investigation	
S.SI.PK2. Describe some of the steps and/ or materials needed for an investigation or experiment.	Science Investigation	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Scientific Investigation Indicators (S.SI) <i>continued</i>		
S.SI.PK3. Conduct simple investigations and gather information through observations to see what happens.	Science Investigation	
Science Standard 3: Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.		
Analyses and Conclusions Indicators (S.AC)		
S.AC.PK1. Analyze observations from an investigation to develop an explanation or conclusion.	Science Investigation	
S.AC.PK2. Describe possible cause and effect relationships from observation or prior knowledge.	- Songs: Push and Pull - Push and Pull	
Science Standard 4: Demonstrate the ability to communicate about observations, investigations, and outcomes.		
Scientific Communication Indicators (S.SC)		
S.SC.PK1. Create pictures, diagrams, or 3D models to represent plans for an investigation.	Science Investigation	
S.SC.PK2. Illustrate or describe observations, results, and conclusions or explanations from an investigation or science related activities.	Science Investigation	
S.SC.PK3. Use scientific content words during scientific inquiry and investigation.	- Songs: Scientific Method - Science Investigation	
S.SC.PK4. Use adjectives and scientific words to describe objects, materials, organisms, events, and processes.	- Songs: Scientific Method - Science Investigation	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Technology		
Technology Standard 1: Demonstrate knowledge that different types of technology tools have different uses, including digital, nondigital, and assistive technology		
Technology as a Tool Indicators (T.TT)		
T.TT.PK1. Identify a variety of digital technology tools and their uses.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.	
T.TT.PK2. Identify a variety of nondigital technology tools and their uses.	• Songs: Inventing • Books: Inventions All Around • Magnets • Simple Machines	
T.TT.PK3. Identify a variety of assistive technology tools and their uses.	• Songs: Inventing • Books: Inventions All Around • Magnets • Simple Machines • Science Tools	
Technology Standard 2: Use technology for communication and to gather and share information.		
Communicating Through Technology Indicators (T.CT)		
T.CT.PK1. Use technology to communicate information, with teacher assistance.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	
T.CT.PK2. Use technology to explore and answer questions about the world, with teacher assistance.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	
T.CT.PK3. Use technology tools to share ideas.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Technology Standard 3: Demonstrate safe and responsible use of technology and resources.		
Safe Use of Technology Indicators (T.SU)		
T.SU.PK1. Practice safe behavior while using digital tools and accessing resources.		Digital Citizenship
T.SU.PK2. Handle digital technology with care and responsibility		Digital Citizenship
T.SU.PK3. Recognize that passwords (or codes) are used to access digital technology.		Digital Citizenship
T.SU.PK4. Recognize that digital devices influence our world and change over time.		Digital Citizenship
Creative Expression		
Creative Expression Standard 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences		
Appreciation for Artistic Expression Indicators (C.AP)		
C.AP.PK1. Indicate interest or preferences in creative art forms.	- Squirrel's Sketches - Papa's Play - Mama's Melody - Baby's Ballet	
C.AP.PK2. Creatively express themselves through different forms of art.	- Squirrel's Sketches - Papa's Play - Mama's Melody - Baby's Ballet	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Appreciation for Artistic Expression Indicators (C.AP) <i>continued</i>		
C.AP.PK3. Show respect for the creative work of others.	- Squirrel's Sketches - Papa's Play - Mama's Melody - Baby's Ballet	
C.AP.PK4. Use simple vocabulary words specific to the art form to express thoughts about artistic creations.	- Squirrel's Sketches - Papa's Play - Mama's Melody - Baby's Ballet	
C.AP.PK5. Describe, comment on, and ask questions about visual art, music, dance, and drama.	- Squirrel's Sketches - Papa's Play - Mama's Melody - Baby's Ballet	
Creative Expression Standard 2: Choose to participate and express themselves through a variety of creative and artistic experiences.		
Self-Expression Through Art Indicators (C.SE)		
C.SE.PK1. Make different musical tones and rhythms using voice, body, or instrument.	Mama's Melody	
C.SE.PK2. Recognize and select a variety of simple songs, fingerplays, musical games, and musical activities, alone and with others.	Mama's Melody	
C.SE.PK3. Select and listen to a variety of songs from diverse cultures.	Sing Around the World Songs	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Self-Expression Through Art Indicators (C.SE) <i>continued</i>		
C.SE.PK4. Identify and play a variety of musical instruments.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
C.SE.PK5. Take familiar songs and improvise to change the words, feelings, sound of voice, or dynamics.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
C.SE.PK6. Move to the tempo and/or rhythm of music to create or participate in dance activities.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
C.SE.PK7. Express self creatively through movement.	Baby's Ballet	
C.SE.PK8. Act out scenes based on books, stories, songs, everyday life, or imagination during play.	- Pretend Play - Papa's Play	
C.SE.PK9. Use dress-up clothes or costumes and other props in dramatic play.	- Pretend Play - Papa's Play	
C.SE.PK10. Assume the role of a familiar person, animal, or thing and talk in the language/tone appropriate for that person, animal, or thing.	- Pretend Play - Papa's Play	
C.SE.PK11. Select materials and create visual artwork that expresses or represents experiences, ideas, feelings, and fantasy using various media without a model.	- Squirrel's Sketches - Papa's Play - Mama's Melody - Baby's Ballet	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Creative Expression Standard 3: Use creative arts as part of other learning activities		
Cross-Disciplinary Artistic Expression Indicators (C.CD)		
C.CD.PK.1. Participate in music activities that include math, science, and/or early literacy knowledge.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
C.CD.PK.2. Participate in creative arts activities from different cultures.	Sing Around the World Songs	
C.CD.PK.3. Combine aspects of music, movement, visual arts, and/or dramatic play together in creative expression activities.	- Squirrel's Sketches - Papa's Play - Mama's Melody - Baby's Ballet	
C.CD.PK.4. Use visual arts activities as a means to express feelings, thoughts, knowledge, and skills in content areas such as language arts, science, and math.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Mathematics		
Mathematics Standard 1: Demonstrate knowledge of numbers, numerals, and quantity.		
Number and Quantity Indicators (M.NQ)		
M.NQ.PK1. Recite numbers from 1 to 20.	- Number Songs - Counting Songs - Order Numbers - Number Instruction	Waterford Upstart Activity Book, Pg. 41

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Number and Quantity Indicators (M.NQ) <i>continued</i>		
M.NQ.PK2. Count backward from 5 to 1.	- Songs: Counting Backward - Count Down	Count Down
M.NQ.PK3. Give the next number name in the number series up to 10.	- Songs: Counting On - Count On - Order Numbers - Number Chart - Number Instruction	Count On
M.NQ.PK4. Recognize mistakes in others' counting and self-correct own counting.	- Songs: Counting On - Count On - Order Numbers - Number Chart - Number Instruction	
M.NQ.PK5. Identify and use numbers related to order or position from first to fifth.	- Songs: Ordinals - Books: The Circus Came to Town - Order Numbers	Ordinal Numbers: 1st–5th
M.NQ.PK6. Count up to 10 objects saying the number name in the correct order and pairing each object with one and only one number name.	- Counting Songs - Make and Count Groups - Match Numbers - One-to-one Correspondence	Waterford Upstart Activity Book, Pg. 41
M.NQ.PK7. Count using one-to-one correspondence and answer "How many?" questions for a group of up to 10 objects arranged in a straight line.	- Counting Songs - Make and Count Groups - Match Numbers - One-to-one Correspondence	Waterford Upstart Activity Book, Pg. 41

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Number and Quantity Indicators (M.NQ) <i>continued</i>		
M.NQ.PK8. Instantly recognize and name the number of objects in a set up to five	• Moving Target (Dots) • Bug Bits • Make and Count Groups	• Subitizing Cards
M.NQ.PK9. Manipulate a set of objects to count out a specified or target number of up to 10 objects.	• Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence	• Waterford Upstart Activity Book, Pg. 41
M.NQ.PK10. Correctly identify the remaining number of objects in a set of up to four objects after one object is added or taken away.	• Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction	
M.NQ.PK11. Compare two or more sets of up to 10 objects and accurately identify which sets are equal and which have more or fewer objects.	• 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	
M.NQ.PK12. Recognize and read some of the numerals between 0 and 10.	• Number Instruction	• Waterford Upstart Activity Book, Pg. 41
M.NQ.PK13. Match the number of objects in a set to the correct numeral between 1 and 5.	• Counting Songs • Object Counting • Number Instruction • Match Numbers • Bug Bits • Make and Count Groups	• Waterford Upstart Activity Book, Pg. 41
M.NQ.PK14. Write, draw, or create objects to represent the numerals between 0 and 5.	• Number Instruction	• Waterford Upstart Activity Book, Pg. 41

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Mathematics Standard 2: Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.		
Patterns and Operations Indicators (M.PO)		
M.PO.PK1. Sort objects by attributes such as size and shape.	- Songs: All Sorts of Laundry - Books: Buttons, Buttons - Sort	Sort
M.PO.PK2. Recognize, replicate, and extend simple repeating patterns.	- Songs: Train Station Patterns - Patterns - Pattern AB - Pattern ABC - Pattern ABB	Patterns
M.PO.PK3. Create own simple pattern and identify the core unit of the repeating pattern.	- Songs: Train Station Patterns - Patterns - Pattern AB - Pattern ABC - Pattern ABB	Patterns
M.PO.PK4. Solve simple addition and subtraction problems (where the answer is five or less), using objects to represent the problem.	- Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction - Addition - Subtraction - Act Out Addition - Act Out Subtraction	

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Mathematics Standard 3: Demonstrate the ability to measure and compare by size and volume.		
Measurement Indicators (M.ME)		
M.ME.PK1. Compare or order up to five objects based on their measurable attributes, such as height or weight.	• Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Length • Weight • Heavy and Light • Tall and Short • Big and Little	
M.ME.PK2. Use comparative language to describe the length, size, or weight of two or more objects (e.g., shortest, heavier, biggest).	• Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Length • Weight • Heavy and Light • Tall and Short • Big and Little	
M.ME.PK3. Measure the length of an object using another object or group of objects.	• Songs: Measuring Plants • Length	
Mathematics Standard 4: Analyze and compare common shapes and use knowledge of position in space.		
Geometry and Spatial Sense Indicators (M.GS)		
M.GS.PK1. Identify basic shapes such as circles, triangles, squares, and rectangles regardless of size or orientation.	• 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	• Shapes

Nevada Standards	Waterford Digital Activities	Waterford Family Resources
Geometry and Spatial Sense Indicators (M.GS) <i>continued</i>		
M.GS.PK2. Name, describe, and compare shapes in terms of length of sides, number of sides, and number of angles.	- Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides - Books: The Shape of Things; Imagination Shapes - Simple Shapes - Solid Shapes - World Shapes - Circle, Square, Triangle, Rectangle	Shapes
M.GS.PK3. Identify basic 2D and 3D shapes in the environment.	- 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	- Shapes 3-D Shape Flash Cards
M.GS.PK4. Create and build shapes from components.	Tangrams	
M.GS.PK5. Select, combine, rotate, and flip shapes to match an example.	Tangrams	
M.GS.PK6. Understand and use language related to directionality and the position of objects.	- Songs: Position Cat; Get Over the Bugs; Monster Trucks - Books: Up in the Air - Right, Left - First, Middle, Last - First, Next, Last - Inside, Outside, Between - Over, Under, Above, Below - Above, Below, Next to, On - Over, Under, and Through - Position	

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.

All Waterford books and many of the resources available to families at →family.waterford.org can be found in Spanish or with Spanish support.

Beginning Math Songs

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

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 III / J: Jack
and Jill / K: Three Little Kittens / L: Mary Had a Little
Lamb / M: Little Miss Muffett / N: I Touch My Nose
Like This / O: Polly, Put the Kettle On / P: This Little
Pig / Q: Quack, Quack, Quack / R: Little Rabbit / S:
Eensy, Weensy Spider / U: The Bus / V: My Valentine
/ W: Wee Willie Winkie / X: A-hunting We Will Go / Y:
Yankee Doodle

Beginning Reading Songs

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

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

Many of these songs are available on the
→ [Waterford.org YouTube channel](#).

Weekly 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).