

# Alignment

## November 2025

**100%**  
Aligned

**Waterford  
Early Learning:  
SmartStart / PreK**

**Arizona Early  
Learning Standards  
2018**

This document provides a detailed alignment of **Waterford Early Learning** to **Arizona Early Learning Standards 2018**.

## Alignment Description

This document aligns Arizona Early Learning Standards 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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<b>Social Emotional Standard</b>		
<b>Strand 1: Self</b>		
<b>Concept 1: Self-Awareness</b>		
<b>The child demonstrates an awareness of self.</b>		
<b>a.</b> Demonstrates self-confidence.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooley Mud; My Reptile Hospital</li> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Come Inside</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
<b>b.</b> Makes personal preferences known to others.	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Gooley Mud; Bad News Shoes</li> <li>• Clubhouse</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
<b>c.</b> Demonstrates knowledge of self-identity/autonomy.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>d.</b> Shows an awareness of similarities and differences between self and others.	<ul style="list-style-type: none"> <li>• Songs: Same and Different</li> <li>• Books: In the Rain; Seeing Fingers; Mine</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Clubhouse</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Self-Awareness continued</b>		
<b>e.</b> Demonstrates developmentally appropriate cultural curiosity and responsiveness.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> <li>Find the Ball</li> </ul>
<b>Concept 2: Recognizes and Expresses Feelings</b>		
<b>The child recognizes and expresses feelings of self and others.</b>		
<b>a.</b> Associates emotions with words, facial expressions and body language.	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>Clubhouse</li> <li>Papa's Thumb</li> <li>Where's Papa?</li> <li>Lost and Found</li> <li>Broken Vase</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Emotion Cards</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>
<b>b.</b> Identifies, describes, and expresses their own feelings.	<ul style="list-style-type: none"> <li>Find Me!</li> <li>Lost and Found</li> <li>Broken Vase</li> <li>Boo Hoo BabyDo I Have To?</li> </ul>	<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Emotion Cards</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Recognizes and Expresses Feelings continued</b>		
<b>c.</b> Identifies and describes feelings of others.	<ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul>	<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>• Emotion Cards</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>
<b>d.</b> Expresses feelings of satisfaction in independent activities	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Party Time</li> <li>• Boo Hoo Baby</li> </ul>	
<b>e.</b> Expresses empathy for others.	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 as well as their own.	
<b>Concept 3: Self-Regulation</b>		
<b>The child manages the expression of feelings, thoughts, impulses, and behaviors.</b>		
<b>a.</b> Understands and follows expectations in the learning environment.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
<b>b.</b> Adjusts behavior and adapts to transitions, daily routines, and unexpected events.	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> </ul>	<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> </ul>
<b>c.</b> Chooses appropriate words and actions.	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.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 2: Relationships and Social Skills</b>		
<b>Concept 1: Attachment</b>		
The child demonstrates the ability to engage in and maintain secure relationships.		
<b>a.</b> Expresses interest, curiosity, and trust with familiar adults.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Where's Papa</li> </ul>	<u><b>Family Resources in English or Spanish</b></u> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>
<b>b.</b> Seeks support from familiar adults.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> </ul>	<u><b>Family Resources in English or Spanish</b></u> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>
<b>d.</b> Separates from familiar adult with minimal distress.	<ul style="list-style-type: none"> <li>• My Name is Squirrel</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> </ul>	
<b>Concept 2: Social Interactions</b>		
The child displays positive social behavior.		
<b>a.</b> Responds when adults or other children initiate interactions.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> <li>• Marmot's Basket</li> <li>• Soup's On!</li> <li>• Musical Mayhem</li> </ul>	
<b>b.</b> Initiates and sustains positive interactions with adults and other children.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> <li>• Marmot's Basket</li> <li>• Soup's On!</li> <li>• Musical Mayhem</li> <li>• Mama's Melody</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Social Interactions continued</b>		
<b>c.</b> Acknowledges someone's perspective by demonstrating positive ways to resolve conflict.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
<b>Concept 3: Respect</b>		
<b>The child has an increasing capacity to understand social boundaries about behavior and the environment.</b>		
<b>a.</b> Respects the rights and property of others.	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.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<b>b.</b> Defends own rights and the rights of others.	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 as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Let's Play</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
<b>c.</b> Shows respect for learning materials in the learning environment.	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 as well as their own.	



Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Approaches to Learning Standard</b>		
<b>Strand 1: Initiative and Curiosity</b>		
<b>Concept 1: Initiative</b>		
<b>The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.</b>		
<b>a.</b> Seeks interaction with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
<b>b.</b> Demonstrates independence during activities, routines, and play.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Clubhouse</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Role Play</li> <li>Rock-a-Bye, Baby Lullaby</li> <li>Guess My Rule</li> </ul>
<b>c.</b> Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 85 Storytelling with Instruments</li> </ul>
<b>Concept 2: Curiosity</b>		
<b>The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</b>		
<b>a.</b> Shows interest in learning new things and trying new experiences.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>b.</b> Expresses interest in people.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Curiosity continued</b>		
<b>c.</b> Asks questions to get information.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Magnets</li> </ul>	
<b>Strand 2: Attentiveness and Persistence</b>		
<b>Concept 1: Attentiveness</b>		
<b>The child demonstrates the ability to focus on an activity.</b>		
<b>a.</b> Displays ability to pay attention when engaged in an activity.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	
<b>b.</b> Sustains attention when engaged in an age-appropriate activity.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	
<b>c.</b> Ability to return to activities after distractions and interruptions.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Persistence</b>		
The child demonstrates the ability to maintain and sustain a task.		
<b>a.</b> Pursues challenges.	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>b.</b> Copes with frustration or disappointment independently or with support.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>c.</b> Establishes goals, generates plans, and follows through to completion.	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time; Inventions All Around; My Super Sticky Sandwich</li> <li>• Name Game</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 3: Confidence and Resilience</b>		
<b>Concept 1: Confidence and Resilience</b>		
<b>The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.</b>		
<b>a.</b> Expresses opinions or ideas.	<ul style="list-style-type: none"> <li>Find Me!</li> <li>Lost and Found</li> <li>It's Not Fair</li> <li>Do I Have To?</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> <li>Papa's Thumb</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> <li>Emotion Cards</li> </ul>
<b>b.</b> Views self as competent and skilled.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like: Jane Goodall; Wilbur and Orville Wright; George Washington Carver</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
<b>c.</b> Is willing to take risks and consider a variety of alternatives.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>d.</b> Demonstrates a mindset of resilience when approaching challenging tasks.	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.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 4: Creativity</b>		
<b>Concept 1: Creativity</b>		
The child demonstrates the ability to express their own unique way of seeing the world.		
<b>a.</b> Uses imagination to generate innovative ideas.	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time; Inventions All Around; My Super Sticky Sandwich</li> <li>• Name Game</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>b.</b> Displays curiosity and acknowledges others' perspectives.	<ul style="list-style-type: none"> <li>• Books: What Will Sara Be?; What's In the Egg?; What Is a Cloud?; I Can't Wait; Who Is at the Door?</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Center Activities</li> <li>• Morning Meetings</li> </ul>
<b>c.</b> Engages in inventive social play.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 5: Reasoning and Problem-Solving</b>		
<b>Concept 1: Reasoning</b>		
The child demonstrates the ability to think in a logical way.		
a. Gathers and analyzes information to reach a conclusion.	Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are Do I Have To? and It's Not Fair.	
b. Recognizes relationships between cause and effect.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>Build Knowledge</li> </ul>	
c. Connects prior experience with new learning.	<ul style="list-style-type: none"> <li>Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>Concept 2: Problem-solving</b>		
The child demonstrates the ability to focus energies on suitable solutions.		
a. Find out what is wanted or needed.	<ul style="list-style-type: none"> <li>Books: Milton's Mittens</li> <li>Lost and Found</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
b. Defines the problem.	<ul style="list-style-type: none"> <li>Songs: Problem Solving</li> <li>Books: Milton's Mittens</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>Waiting Game</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Problem-solving continued</b>		
<b>c.</b> Brainstorms and chooses a solution to try.	<ul style="list-style-type: none"> <li>Songs: Problem Solving</li> <li>Books: Milton's Mittens</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>Waiting Game</li> </ul>
<b>d.</b> Checks in to see if the solution worked.	<ul style="list-style-type: none"> <li>Books: Milton's Mittens; Inventions All Around</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>

## Language and Literacy Standard

### Strand 1: Language

#### Concept 1: Receptive Language Understanding

The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.

<b>a.</b> Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.	
<b>b.</b> Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Receptive Language Understanding <i>continued</i></b>		
<b>c.</b> Demonstrates understanding and follows directions that involve: one step, two steps, or multiple steps.	Children interacting with Waterford activities are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
<b>Concept 2: Expressive Language and Communication Skills</b>		
<b>The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.</b>		
<b>a.</b> Communicates needs, wants, ideas, and feelings through three to five word sentences.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• It's Not Fair</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> <li>• Emotion Cards</li> </ul>
<b>b.</b> Speaks clearly and understandably to express ideas, feelings and needs.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Vocab</li> <li>• Build Knowledge</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> </ul>	
<b>c.</b> Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others.	Social-emotional videos model conversations and discussions that demonstrate appropriate social rules as characters communicate ideas and feelings.	



Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Expressive Language and Communication Skills <i>continued</i></b>		
<b>d.</b> Initiates, sustains, and expands conversations with peers and adults using open-ended responses.	Social-emotional videos model multiple back and forth conversations, initiated and responded to by different characters.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>e.</b> With modeling and support, child uses language that includes social rules; e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs.	Social-emotional videos model conversations and discussions that demonstrate appropriate social rules as characters communicate ideas and feelings.	
<b>f.</b> Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers.	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; Noise, What Noise?</li> <li>• It's Not Fair</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>g.</b> Recognizes when the listener does not understand and varies the amount of information to clarify the message.	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; Noise, What Noise?</li> <li>• It's Not Fair</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>h.</b> With modeling and support, uses increasingly complex phrases and sentences.	Children interacting with Waterford are constantly listening to input and responding with choices, often increasing the complexity of phrases and sentences.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 3: Vocabulary</b>		
The child understands and uses increasingly complex vocabulary.		
<b>b.</b> Uses rich vocabulary across many topic areas.	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.	
<b>c.</b> Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
<b>d.</b> Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry</li> <li>• Books: Buttons, Buttons</li> <li>• Sort</li> </ul>	
<b>e.</b> Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, besides, behind.	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 2: Emergent Literacy</b>		
<b>Concept 1: Concepts of Print</b>		
<b>The child knows that print carries messages.</b>		
<b>a.</b> Identifies signs, symbols and labels in a variety of environments (environmental print).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Print Concepts</li> <li>• Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule Activities</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>b.</b> Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Words In Your World</li> </ul>	
<b>d.</b> Recognizes that letters are grouped to form words.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	
<b>e.</b> Recognizes own written name and the written names of friends and family.	<ul style="list-style-type: none"> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
<b>f.</b> Seeks information in printed materials.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> </ul>
<b>Concept 2: Book Handling Skills</b>		
<b>The child demonstrates how to handle books appropriately and with care.</b>		
<b>a.</b> Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Book Handling Skills <i>continued</i></b>		
<b>b.</b> Identifies where in the book to begin reading.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	
<b>c.</b> Understands a book has a title, author and/or illustrator.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	
<b>Concept 3: Phonological Awareness</b>		
<b>The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).</b>		
<b>a.</b> Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	<ul style="list-style-type: none"> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Rhyme With Me</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
<b>b.</b> Identifies rhyming words.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Song</li> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
<b>c.</b> Produces rhyming words.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 3: Phonological Awareness continued</b>		
<b>d.</b> Recognizes spoken words that begin with the same sound.	<ul style="list-style-type: none"> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>• Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>• Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
<b>e.</b> Hears and shows awareness of separate words within spoken phrases or sentences.	<ul style="list-style-type: none"> <li>• Look, Listen, and Match</li> <li>• Print Concept</li> </ul>	
<b>f.</b> Identifies and discriminates syllables in words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> </ul>
<b>g.</b> Combines onset and rime to form a familiar one-syllable word with and without pictorial support.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> </ul>	
<b>Concept 4: Alphabet Knowledge</b>		
<b>The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters</b>		
<b>a.</b> Discriminates letters from other shapes and symbols.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound</li> <li>• Letters Introduction</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 4: Alphabet Knowledge <i>continued</i></b>		
<b>b.</b> Matches and recognizes similarities and differences in letters, with modeling and support.	<ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 17 Llama Llama Sounds</li> <li>• Unit 1, Pg. 118 Sound Order</li> <li>• Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>
<b>c.</b> Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound</li> <li>• Letters Introduction</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
<b>d.</b> Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
<b>e.</b> Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters.	<ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 17 Llama Llama Sounds</li> <li>• Unit 1, Pg. 118 Sound Order</li> <li>• Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 5: Comprehension and Text Structure</b>		
The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.		
<b>a.</b> Takes an active role in reading activities.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
<b>b.</b> Identifies characters and major events in a story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Journal Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>c.</b> Asks and answers a variety of questions about books or stories told or read aloud.	<ul style="list-style-type: none"> <li>• Find An Answer</li> <li>• Picture Clues</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>d.</b> Draws connections between story events and personal experiences.	<ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>
<b>e.</b> Identifies events and details in the story and makes predictions.	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Peek at the Story</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> </ul>
<b>f.</b> Gives an opinion for liking or disliking a book or story.		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> </ul>
<b>g.</b> Begins to demonstrate an understanding of the differences between fiction and non-fiction.	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 5: Comprehension and Text Structure continued</b>		
<b>h.</b> Identifies the topic of informational text that has been read aloud.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Picture Clues</li> <li>• Build Knowledge</li> <li>• Words Tell About the Pictures</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> <li>• Unit 5, Pg. 205 Build a Spider</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the T</li> </ul>
<b>i.</b> Retells or reenacts a story in sequence with pictures or props.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• Find an Answer</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>j.</b> Demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
<b>Strand 3: Emergent Writing</b>		
<b>Concept 1: Writing Processes, and Writing Applications</b>		
Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of print, the development of motor skills, and the generation of ideas.		
<b>a.</b> In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>



Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Writing Processes, and Writing Applications <i>continued</i></b>		
<b>b.</b> Writes own name using letter-like forms or conventional print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Name Game</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Word</li> </ul>
<b>c.</b> Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Name Game</li> <li>• Letter Trace</li> <li>• Letters Introduction</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Introduction, Pg. 17 Writing Center</li> </ul>
<b>d.</b> Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Name Game</li> <li>• Letter Trace</li> <li>• Letters Introduction</li> <li>• Words Tell About the Pictures</li> </ul>	
<b>e.</b> Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Letter Trace</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Mathematics Standard</b>		
<b>Strand 1: Counting and Cardinality</b>		
<b>Concept 1: Counts Out Loud</b>		
<b>The child counts out loud and uses number words in daily conversations.</b>		
<b>a.</b> Shows interest in and awareness of counting.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Match Numbers</li> <li>Bug Bits</li> </ul>	
<b>b.</b> Rote counts zero to ten and beyond with increasing accuracy.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Match Numbers</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>Concept 2: Knows Number Names and Symbols</b>		
<b>The child identifies numerals and uses number words in daily activities.</b>		
<b>a.</b> Uses numerals and number symbols in the context of daily routines, activities, and play.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Make and Count Groups</li> <li>Number Practice</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>b.</b> Uses and creates symbols to represent numbers.	<ul style="list-style-type: none"> <li>Explain Numbers</li> <li>Number Instruction</li> <li>Number Practice</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Knows Number Names and Symbols <i>continued</i></b>		
<b>c.</b> Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols.	<ul style="list-style-type: none"> <li>Math Books</li> <li>Number Songs (See titles at end of document.)</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Numbers</li> </ul>
<b>d.</b> Identifies numerals zero to 10.	<ul style="list-style-type: none"> <li>Explain Numbers</li> <li>Number Instruction</li> <li>Number Practice</li> <li>Moving Target</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Numbers</li> </ul>
<b>e.</b> Differentiates some written numerals from written letters.	<ul style="list-style-type: none"> <li>Explain Numbers</li> <li>Letters Introduction</li> </ul>	
<b>Concept 3: Compares Numbers and Quantities</b>		
<b>The child applies a range of strategies such as matching or counting to compare sets of objects.</b>		
<b>a.</b> Compares two sets of objects using terms such as more, fewer, or the same.	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Books: For the Birds</li> <li>More Than, Fewer Than</li> <li>More Than</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>Concept 4: Counts to Tell Number of Objects</b>		
<b>The child uses number words and counting to identify quantity.</b>		
<b>a.</b> Identifies quantities of three to five objects without counting using visual approximation (Subitize).	<ul style="list-style-type: none"> <li>Bug Bits</li> <li>Match Numbers</li> <li>Moving Target (Dots)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 4: Counts to Tell Number of Objects continued</b>		
<b>b.</b> Demonstrates the ability to match object to object in a group (One-to-one correspondence).	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> <li>Match Numbers</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>c.</b> Counts groups of objects using a number word for each object (Rational counting).	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> <li>Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>d.</b> Counts a collection of up to ten items using the last counting word to tell, How many? (Cardinality)	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Make and Count Groups</li> <li>Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>e.</b> Matches numerals to quantities using manipulatives.	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number Counting</li> <li>One-to-One Correspondence</li> <li>Make and Count Groups</li> <li>Count On</li> </ul>	<ul style="list-style-type: none"> <li>Counting and Attendance</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 2: Operations and Algebraic Thinking</b>		
<b>Concept 1: Explores Addition and Subtraction</b>		
<b>The child recognizes addition as adding to and subtraction as taking away from.</b>		
<b>a.</b> Recognizes that adding increases the number of objects in a group.	<ul style="list-style-type: none"> <li>Songs: Bee Happy Addition; On the Bayou; Addition Make and Count Groups</li> <li>Add Groups</li> <li>Act Out Addition</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 161 Popcorn Number Match</li> <li>Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 5, Pg. 105 Quantities to 10</li> </ul>
<b>b.</b> Describes changes in two or more sets of objects when they are combined.	<ul style="list-style-type: none"> <li>Songs: Addition</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Act Out Addition</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 161 Popcorn Number Match</li> <li>Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 5, Pg. 105 Quantities to 10</li> </ul>
<b>c.</b> Recognizes that taking away (subtracting) decreases the number of objects in a group	<ul style="list-style-type: none"> <li>Songs: Bakery Subtraction; Circus Subtraction</li> <li>Books: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Subtract Groups</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<b>d.</b> Describes changes in a set of objects when they are separated into parts.	<ul style="list-style-type: none"> <li>Songs: Bakery Subtraction; Circus Subtraction</li> <li>Books: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Subtract Groups</li> <li>Act Out Subtraction</li> </ul>	
<b>e.</b> Counts on from the larger number for addition	<ul style="list-style-type: none"> <li>Songs: Counting On; Counting Backward</li> <li>Number Line</li> <li>Count On</li> <li>Count Down</li> <li>Dot to Dot</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 3, Pg. 271 What Comes Next?</li> <li>Unit 7, Pg. 229 Build One Less</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Patterning</b>		
The child recognizes, fixes, duplicates, extends, describes and creates patterns.		
<b>a.</b> Recognizes patterns in the real world.	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	
<b>b.</b> Fixes simple patterns.	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
<b>c.</b> Duplicates simple patterns.	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
<b>d.</b> Extends patterns.	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
<b>e.</b> Creates patterns.	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Patterning <i>continued</i></b>		
<b>f.</b> Describes similarities and differences in patterns.	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
<b>Strand 3: Measurement and Data</b>		
<b>Concept 1: Sorts and Classifies</b>		
<b>The child sorts and groups objects by a variety of attributes.</b>		
<b>a.</b> Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	<ul style="list-style-type: none"> <li>• Songs: Same and Different; All Sorts of Laundry; Savanna Size</li> <li>• Books: Buttons, Buttons</li> <li>• Sort</li> <li>• Match</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> </ul>
<b>b.</b> Explains how items were sorted into groups.	<ul style="list-style-type: none"> <li>• Books: Buttons, Buttons</li> <li>• Sort</li> <li>• Match</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Data Analysis</b>		
With prompting and support the child collects, organizes, displays, and describes relevant data.		
<b>a.</b> Asks questions to gather measurable data.	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Calendar/Graph Weather</li> <li>• Science Observation: From Egg to Chick</li> </ul>	
<b>b.</b> Displays data to answer simple questions about themselves or the environment.	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Science Observation: From Egg to Chick</li> <li>• Science Investigation</li> </ul>	
<b>c.</b> Uses descriptive language to compare data in picture graphs or other concrete representations.	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	
<b>d.</b> Analyzes data from charts and graphs to answer questions.	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	



Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 3: Measures</b>		
<b>The child uses measurement to describe and compare objects in the environment.</b>		
<b>a.</b> Compares objects and uses terms (e.g. lighter-heavier, hotter-colder, and faster-slower).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>b.</b> Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> </ul>
<b>c.</b> Uses various standard measuring tools for simple measuring tasks.	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Science Tools</li> <li>• Measurement Tools</li> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>d.</b> Orders objects by measurable attributes.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Order Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Sorting</li> </ul>
<b>e.</b> Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g. tomorrow, yesterday, next, this morning).	<ul style="list-style-type: none"> <li>• Songs: Clock Hands</li> <li>• Books: How Long is a Minute?</li> <li>• Tell Time</li> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule Activities</li> <li>• Morning Message</li> <li>• Afternoon Centers</li> <li>• Arrival and Dismissal</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 4: Geometry</b>		
<b>Concept 1: Shapes</b>		
<b>The child recognizes names and describes common shapes and their properties.</b>		
<b>a.</b> Recognizes basic two-dimensional shapes when presented in different orientations..	<ul style="list-style-type: none"> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> <li>• Simple Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>b.</b> Uses the names of geometric shapes when describing objects found in the environment.	<ul style="list-style-type: none"> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>	
<b>c.</b> Creates two-dimensional shapes during play.	<ul style="list-style-type: none"> <li>• Tangrams</li> </ul>	
<b>d.</b> Creates three-dimensional (solid) shapes during play.	<ul style="list-style-type: none"> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>	
<b>e.</b> Compares, describes, analyzes, and sorts two- and three- dimensional objects in the environment using formal and informal mathematical language with prompting and support based on their attributes.	<ul style="list-style-type: none"> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Spatial Reasoning</b>		
<b>The child uses and demonstrates an understanding of positional terms.</b>		
<b>a.</b> Uses and responds to spatial language (e.g., between, inside, under, above, behind).	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Position Words</li> </ul>
<b>b.</b> Describes the relative position or location of objects in relation to self or to other objects with mathematical precision.	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• First, Next, and Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Position Words</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Science Standard</b>		
<b>Strand 1: Inquiry and Application</b>		
<b>Concept 1: Exploration, Observations, and Hypotheses</b>		
<b>The child observes, explores, and interacts with materials, others, and the environment.</b>		
<p><b>a.</b> Exhibits curiosity about objects, living things, and other natural events in the environment.</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Exploration, Observations, and Hypotheses <i>continued</i></b>		
<b>b.</b> Identifies attributes of objects, living things, and natural events in the environment.	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Exploration, Observations, and Hypotheses <i>continued</i></b>		
<p><b>c.</b> Describes changes in objects, living things, and the natural events in the environment.</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Exploration, Observations, and Hypotheses <i>continued</i></b>		
<b>d.</b> Begins to describe the similarities, differences and relationships between objects, living things and natural events.	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>e.</b> Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Mountains</li> <li>• Desserts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Investigation</b>		
<b>The child researches their own predictions and the ideas of others through active exploration and experimentation.</b>		
<b>a.</b> Uses a variety of tools and materials to investigate.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Science Observation: From Egg to Chick</li> <li>• Science Tools</li> </ul>	
<b>b.</b> Makes predictions and researches hypotheses through active investigation.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Science Observation: From Egg to Chick</li> <li>• Science Tools</li> </ul>	
<b>c.</b> Adjusts their approach if results are different than expected and continues testing.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	
<b>d.</b> Persists with an investigation.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	



Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 3: Analysis and Conclusion</b>		
The child analyzes data (their observations and background knowledge) and forms conclusions about their investigation.		
<b>a.</b> Uses a variety of materials to record and organize data.	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>
<b>b.</b> Identifies cause and effect relationships.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	
<b>c.</b> Constructs theories to explain their investigations.	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	
<b>Concept 4: Communication</b>		
The child discusses, communicates, and reflects upon the scientific investigation and its findings.		
<b>a.</b> Displays and interprets data.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>	
<b>b.</b> Presents their scientific ideas in a variety of ways.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 4: Communication <i>continued</i></b>		
<b>c.</b> Conducts further investigation based on prior experience and information gained.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	
<b>Social Studies Standard</b>		
<b>Strand 1: Family</b>		
<b>Concept 1: Understands Family</b>		
<b>The child demonstrates an understanding of families and the roles and responsibilities of being a family member.</b>		
<b>a.</b> Views self in relationship to others in a family.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> <li>• Come Inside</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>b.</b> Identifies family members (e.g., mother, father, sister, brother, grandparents, and other important people in the child's life).	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Tortillas, Tortillas</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>c.</b> Describes/discusses own cultural or familial traditions.	<ul style="list-style-type: none"> <li>• Books: José Three</li> <li>• My Family</li> <li>• Soup's On!</li> <li>• Baby's Birthday</li> <li>• Party Time</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Understands Family <i>continued</i></b>		
<b>d.</b> Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures.	<ul style="list-style-type: none"> <li>Books: José Three; A Place for Shad</li> <li>My Family</li> <li>Soup's On!</li> <li>Baby's Birthday</li> <li>Party Time</li> </ul>	
<b>e.</b> Develops an awareness of their personal & family history.	<ul style="list-style-type: none"> <li>Books: Mine; José Three</li> <li>My Family</li> </ul>	
<b>f.</b> Shows knowledge of family members' roles and responsibilities in the home.	<ul style="list-style-type: none"> <li>Soup's On</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>Strand 2: Community</b>		
<b>Concept 2: Rights, Responsibilities, and Roles within Community</b>		
<b>The child demonstrates a sense of belonging to the community and contributes to its care.</b>		
<b>a.</b> Demonstrates responsible behaviors.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 4, Pg. 80 Waiting Game</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<b>b.</b> Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, health care).	<ul style="list-style-type: none"> <li>Books: Bugs For Sale; Follow the Apples, Bad News Shoes</li> <li>Clubhouse</li> <li>Soup's On!</li> <li>Do I Have To?</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 2: Rights, Responsibilities, and Roles within Community <i>continued</i></b>		
<b>c.</b> Seeks opportunities for leadership.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>	
<b>d.</b> Describes the purpose of rules		<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>
<b>e.</b> Recognizes that people have wants and must make choices because resources and materials are limited.	<ul style="list-style-type: none"> <li>• Books: Bugs for Sale</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	
<b>f.</b> Describes their role at home, at school, and in the community.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>• Unit 3, Pg. 345 Which Hat Is Best?</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Classroom Helpers</li> <li>• Role Play</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 3: Environment</b>		
The child demonstrates awareness of locations within and around their community and of the environment.		
<b>a.</b> Describes directionality and/or location within the community.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>
<b>b.</b> Describes some physical features of the environment in which she lives (e.g., buildings and natural elements like mountains and weather).	<ul style="list-style-type: none"> <li>• Songs: I Am Part Of All I See</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Water</li> <li>• Natural Resources</li> </ul>	
<b>c.</b> Recognizes that people share the environment with other people, plants, and animals.	<ul style="list-style-type: none"> <li>• Songs: I Am Part Of All I See</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Water</li> <li>• Natural Resources</li> </ul>	
<b>d.</b> Shows an understanding of how to care for the indoor and outdoor environment.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 3: History and Events</b>		
<b>Concept 1: Understands Time – Past, Present, and Future</b>		
<b>The</b> child demonstrates an awareness of time and sequence of events in their daily lives.		
<b>a.</b> Demonstrates an understanding of time in the context of daily experiences.	<ul style="list-style-type: none"> <li>Books: How Long is a Minute?</li> </ul>	<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>Time</li> </ul>
<b>b.</b> Understands that events happened in the past and how these events relate to one's self, family, and community.	<ul style="list-style-type: none"> <li>Books: How Long is a Minute?</li> </ul>	<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>Time</li> </ul>
<b>c.</b> Communicates time and sequence vocabulary (e.g., before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events.	<ul style="list-style-type: none"> <li>Books: I Can't Wait; Mr. Romano's Secret, A Time Story</li> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Calendar</li> </ul>
<b>Physical Development, Health, and Safety Standard</b>		
<b>Strand 1: Physical Health and Development</b>		
<b>Concept 1: Gross Motor Development</b>		
<b>The</b> child moves with maturing, fundamental movement skills.		
<b>a.</b> Moves with maturing balance skills.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Circus School</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Gross Motor Development <i>continued</i></b>		
<b>b.</b> Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> <li>Yoga Poster</li> </ul>
<b>c.</b> Moves with maturing coordination (e.g., reach, grasp, throw, catch).	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	
<b>d.</b> Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	
<b>Concept 2: Fine Motor Development</b>		
<b>The child uses fingers, hands and wrists to manipulate tools and materials.</b>		
<b>a.</b> Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
<b>b.</b> Uses eye-hand coordination to perform simple tasks.	The daily use of a touch pad or mouse helps develops eye-hand coordination.	
<b>c.</b> Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	The daily use of a touch pad or mouse helps develops eye-hand coordination.	
<b>d.</b> Uses fine motor skills in daily living.	The daily use of a touch pad or mouse helps develops eye-hand coordination.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 2: Health</b>		
<b>Concept 1: Personal Health and Hygiene Practices</b>		
<b>Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.</b>		
<b>a.</b> Demonstrates hygiene practices and personal care tasks with increasing independence.	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
<b>b.</b> Demonstrates healthy nutrition practices: 1. Nutrition knowledge 2. Nutrition choices	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: Everybody Needs to Eat</li> <li>• Healthy Food</li> </ul>	<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</li> </ul>
<b>c.</b> Demonstrates active physical play and rest.	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Yoga Poster</li> </ul>
<b>d.</b> Demonstrates emerging knowledge of wellness.	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: We All Exercise; The Germs</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> <li>• Avoid Germs and Prevent Illness</li> </ul>	<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Yoga Poster</li> <li>• Health</li> </ul>
<b>e.</b> Demonstrates emerging knowledge of oral health.	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Healthy Food</li> <li>• Teeth</li> </ul>	<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Dental Chart</li> <li>• Monkey Mouth</li> </ul>



Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 3: Safety</b>		
<b>Concept 1: Safety and Injury Prevention</b>		
<b>Child demonstrates knowledge of personal safety practices and routines.</b>		
<b>a.</b> Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues</li> <li>• Books: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
<b>b.</b> Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing).		<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
<b>c.</b> Demonstrates transportation and street safety practices.		<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> </ul>
<b>d.</b> Enforces personal boundaries (safety, self-advocacy and boundary awareness).		<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
<b>e.</b> Knows personal information.	<ul style="list-style-type: none"> <li>• Name Game</li> </ul>	
<b>f.</b> Demonstrates emergency safety practices.		<p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Safety and Injury Prevention <i>continued</i></b>		
<b>g.</b> Demonstrates ways to tell a trusted adult if threatened or harmed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
<b>h.</b> Identifies how adults help to keep us safe.		<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Community Helpers</li> </ul>
<b>Fine Arts Standard</b>		
<b>Strand 1: Visual Arts</b>		
<b>Concept 1: Improvises and Connects with Visual Arts</b>		
<b>The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.</b>		
<b>a.</b> Creates their own original works using a variety of materials/media, tools, and techniques (e.g., materials/media, such as, paper, digital drawing application, sand, clay).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
<b>b.</b> Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul> <b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>• Texture Sort</li> </ul>
<b>c.</b> Engages in two- and three-dimensional artistic investigations.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Improvises and Connects with Visual Arts <i>continued</i></b>		
<b>d.</b> Describes and communicates an understanding of their work and the artwork of others.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
<b>Strand 2: Music</b>		
<b>Concept 1: Creates and Connects with Musical Concepts and Expressions</b>		
<b>The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.</b>		
<b>a.</b> Experiments with a variety of instruments, vocalizations, sounds.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama's Melody</li> </ul>	<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>• Animal Music Cards</li> </ul>
<b>b.</b> Sings to familiar rhymes, songs, and chants.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	
<b>c.</b> Uses familiar songs, rhymes or chants to create their own musical improvisations.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Musical Instruments</li> <li>• Unit 6, Pg. 85 Storytelling with Instruments</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>d.</b> Responds to different styles of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures.	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.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Creates and Connects with Musical Concepts and Expressions <i>continued</i></b>		
<b>e.</b> Describes and communicates an understanding of music in the contexts of daily experiences.	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.	
<b>Strand 3: Creative Movement and Dance</b>		
<b>Concept 1: Creates and Connects with Creative Movement and Dance</b>		
<b>The child uses a wide variety of movement, expressions, media and tools, and techniques, to explore and connect with their own bodies within space.</b>		
<b>a.</b> Experiments with a variety of movements.	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>b.</b> Dances and moves to rhymes, songs, and chants.	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Musical Instruments</li> <li>• Unit 6, Pg. 85 Storytelling with Instruments</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>c.</b> Responds with movement to various sensory stimuli.	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>d.</b> Describes and communicates an understanding of movement and dance in the contexts of daily experiences.		<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Strand 4: Dramatic Play</b>		
<b>Concept 1: Creates and Connects with Dramatic Activities</b>		
The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.		
<b>a.</b> Assumes roles from daily activities using a variety of props.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
<b>b.</b> Takes on more than one dramatic play role at a time.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
<b>c.</b> Pretends an object exists without using a prop.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> </ul>	

Arizona ELS Standards	Waterford Digital Activities	Waterford Resources
<b>Concept 1: Creates and Connects with Dramatic Activities <i>continued</i></b>		
<b>d.</b> Dramatizes familiar stories.	<ul style="list-style-type: none"><li>• Papa's Play</li><li>• Pretend Play</li></ul>	
<b>e.</b> Adds details and expresses original ideas in dramatic play situations.	<ul style="list-style-type: none"><li>• Papa's Play</li><li>• Pretend Play</li></ul>	<b><u>Family Resources in English or Spanish</u></b> <ul style="list-style-type: none"><li>• Role Play</li><li>• What Would You Do?</li></ul>

## Pre-Reading

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites / Pairs / Watch the Woolly Worm

### Read With Me Books

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

### Early Readable Books

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

## Basic Reading

### Traditional Tales & Stories

The Gingerbread Man / The Little Red Hen / Lizard and the Painted Rock / Anansi and the Seven Yam Hills / The Big Mitten / The Three Little Pigs / The City Mouse and the Country Mouse / Goldilocks and the Three Bears / The Magic Porridge Pot / The Three Wishes / Henny Penny / Mr. Lucky Straw / La Tortuga / The Shoemaker and the Elves / The Brothers / The Ugly Duckling

### Informational Books

I Want to Be a Scientist Like Jane Goodall / I Wish I Had Ears Like a Bat / I Want to Be a Scientist Like Wilbur and Orville Wright / I Want to Be a Scientist Like George Washington Carver / Star Pictures / Animal Bodies / Water Is All Around

### Readable Books

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

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

## Fluent Reading

### Read-Along Books

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

### Informational Books

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

## Readable Books

The Show / Dinosaur Bones / Mike and the Mice / Huge Red Plum / The Bees / My Shark / Barnaby / Animals in the House / Do You Know? / Cow on the Hill / Clouds / The Noise in the Night / Strawberry Jam / Jade's Note / Bertie / Cory's Horn / The Lion and the Mouse / Lightning Bugs / Louis Braille / Troll's Visit / Andrew's News / Sue's Slime / The Name of the Tree / The Giant and the Hare / Frank's Pranks / Through the Back Fence / Fudge for Sale / Photos for Phil / Moose Are Not Meese / Little Barry Busy

## Readable Story Sentences

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



## Support

Professional Services offers a continuum of customizable services. [Learn more here.](#)

## Research-Driven Development

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



## Pre-Math and Science

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## Basic Math and Science

### Math and Science Books

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

## Fluent Math and Science

### Math and Science Books

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



### Support

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## 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/UCqWz8pL8pL8pL8pL8pL8pL8p).

## Weekly Homelink Newsletters

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

## Math Homelink Newsletters

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

## Science Homelink Newsletters

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

## Reading Homelink Newsletters

### Alphabet Knowledge Comprehension and Vocabulary

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

to Me, Build Knowledge

## Readiness Skills Letters

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

## Phonological Awareness Letters

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



## Waterford Family

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