

# Alignment

## January 2026

**100%**  
Aligned

**Waterford  
Upstart**

**North Dakota Early  
Learning Standards  
2018**

This document provides a detailed alignment of **Waterford Early Learning** to **NORTH DAKOTA EARLY LEARNING STANDARDS 2018**.

## Alignment Description

This document aligns North Dakota Early Learning Standards 2018 to Waterford.org's digital activities and supporting resources.

### Waterford Digital Resources

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

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

### Waterford Resources

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

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

### Waterford Curriculum Details

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

#### Adaptive, Individualized Learning

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

#### Data-Informed Instruction

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

#### Research-Driven Development

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

### Reading Sequence

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

### Math and Science Sequence

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

### SmartStart Sequence

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

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| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources  |
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| <b>Approaches to Learning</b>   |   |   |
| <b>Emotional and Behavioral Self-Regulation</b>   |   |   |
| <b>P-APL 1 Child manages emotions with increasing independence. (36-60 Months)</b>  |   |   |
| <b>P-APL 1a</b> Expresses emotions in ways that are appropriate to the situation.   | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> </ul> | <ul style="list-style-type: none"> <li>• Family Mindset Activities</li> <li>• Lots of Feelings</li> </ul> |
| <b>P-APL 1b</b> Looks for adult assistance when emotions are most intense.  | <ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> |   |
| <b>P-APL 1c</b> Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.  | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>                           |   |
| <b>P-APL 2 Child follows classroom rules and routines with increasing independence. (36-60 months)</b>  |   |   |
| <b>P-APL 2a</b> Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.                        |   | <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• Good Playing Rules</li> </ul>      |
| <b>P-APL 2b</b> Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. |   | <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>     |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources |
|--|--|----------------------------|
| <b>P-APL 2 Child follows classroom rules and routines with increasing independence. (36-60 months) <i>continued</i></b>  |  |                            |
| <b>P-APL 2c</b> Responds to signals when transitioning from one activity to another.   | When the student's session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, "Your turn is finished. You've done a good job."                                   |                            |
| <b>P-APL 3 Child appropriately handles and takes care of classroom materials. (36-60) months</b>   |  |                            |
| <b>P-APL 3a</b> Appropriately handles materials during activities.   | Waterford's Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property as well as their own. |                            |
| <b>P-APL 3b</b> Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.   | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Count to 10, Pigeon Marmot Clean-up</li> </ul>  |                            |
| <b>P-APL 4 Child manages actions, words, and behavior with increasing independence. (36-60 months)</b>   |  |                            |
| <b>P-APL 4a</b> Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults. | 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."            |                            |
| <b>P-APL 4b</b> Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.  | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.   |                            |

| North Dakota Standards  | Waterford Digital Activities   | Waterford Family Resources   |
|---|--|--|
| <b>P-APL 4 Child manages actions, words, and behavior with increasing independence. (36-60 months) <i>continued</i></b>   |  |  |
| <b>P-APL 4c</b> Waits for turn, such as waits in line to wash hands or waits for turn on swings.  | 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>• Waiting Game</li> </ul>       |
| <b>P-APL 4d</b> Refrains from aggressive behavior towards others.   | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |  |
| <b>P-APL 4e</b> Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him. | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul>  | <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul> |
| <b>Cognitive Self-Regulation</b>  |  |  |
| <b>P-APL 6 Child maintains focus and sustains attention with minimal adult support.</b>   |  |  |
| <b>P-APL 6a</b> Maintains focus on activities for extended periods of time, such as 15 minutes or more.   | Engaging activities throughout Waterford hold children's attention as they concentrate on each task.   |  |
| <b>P-APL 6b</b> Engages in purposeful play for extended periods of time.  | <ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>   |  |
| <b>P-APL 6c</b> Attends to adult during large and small group activities with minimal support.  | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> </ul>  |  |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources   |
|--|--|--|
| <b>P-APL 7 Child persists in tasks. (36-60 months)</b>   |  |  |
| <b>P-APL 7a</b> Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child. | Waterford digital activities run on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. |  |
| <b>P-APL 7b</b> Returns with focus to an activity or project after having been away from it.   | <ul style="list-style-type: none"> <li>• Science Observation: From Egg to Chick</li> <li>• Today</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>   |  |
| <b>Goal P-APL 5. Child demonstrates an increasing ability to control impulses. (36-60 months)</b>  |  |  |
| <b>P-APL 5a</b> Tries different strategies to complete work or solve problems, including with other children.  | Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  |  |
| <b>P-APL 5b</b> Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.                 |  | <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul> |
| <b>P-APL 5c</b> Transitions between activities without getting upset.  | <ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> </ul>   |  |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources   |
|--|--|--|
| <b>P-APL 8 Child holds information in mind and manipulates it to perform tasks. (36-60 months)</b>   |  |  |
| <b>P-APL 8a</b> Accurately recounts recent experiences in the correct order and includes relevant details.   | <ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Sum Up: Remember Order</li> <li>• First, Next, and Last</li> <li>• What Comes Next?</li> </ul> |  |
| <b>P-APL 8b</b> Successfully follows detailed, multi-step directions, sometimes with reminders.  | Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.                         |  |
| <b>P-APL 8c</b> Remembers actions to go with stories or songs shortly after being taught.  | <ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>   |  |
| <b>P-APL 9 Child demonstrates flexibility in thinking and behavior. (36-60 months)</b>   |  |  |
| <b>P-APL 9a</b> Tries different strategies to complete work or solve problems including with other children.   | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  |  |
| <b>P-APL 9b</b> Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. |  | <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul> |
| <b>P-APL 9c</b> Transitions between activities without getting upset.  | <ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> </ul>   |  |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources   |
|--|--|--|
| <b>Initiative and Curiosity</b>  |  |  |
| <b>P-APL 10 Child demonstrates initiative and independence. (36-60 months)</b>   |  |  |
| <b>P-APL 10a</b> Engages in independent activities.  | Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.  | <ul style="list-style-type: none"> <li>• Family Mindset Activities</li> <li>• Helpful Words</li> </ul> |
| <b>P-APL 10b</b> Makes choices and communicates these to adults and other children.  | Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.  |  |
| <b>P-APL 10c</b> Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.      | <ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> </ul>   |  |
| <b>P-APL 10d</b> Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul>  |  |
| <b>P-APL 11 Child shows interest in and curiosity about the world around them. (36-60 months)</b>  |  |  |
| <b>P-APL 11a</b> Asks questions and seeks new 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 George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul> |  |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources                                    |
|--|--|---|
| <b>P-APL 11 Child shows interest in and curiosity about the world around them. (36-60 months) <i>continued</i></b>                       |  |   |
| <b>P-APL 11b</b> Is willing to participate in new activities or experiences even if they are perceived as challenging.                   | <ul style="list-style-type: none"> <li>• Marmot's Basket</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>   |   |
| <b>P-APL 11c</b> Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.                             | <ul style="list-style-type: none"> <li>• Books: Guess What I Am; Where In the World Would You Go Today?; 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>• Science Investigation</li> </ul> |   |
| <b>Creativity</b>  |  |   |
| <b>P-APL 12 Child expresses creativity in thinking and communication. (36- 60 months)</b>  |  |   |
| <b>P-APL 12a</b> Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. | <ul style="list-style-type: none"> <li>• Books: 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>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>        |   |
| <b>P-APL 12b</b> Approaches tasks, activities, and play in ways that show creative problem solving.                                      | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Perfect Present</li> <li>• Squirrel's Blocks</li> <li>• Baby's Ball</li> </ul>  | <ul style="list-style-type: none"> <li>• Role Play</li> </ul> |
| <b>P-APL 12c</b> Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas.        | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>  |   |

| North Dakota Standards  | Waterford Digital Activities   | Waterford Family Resources                                  |
|---|--|---|
| <b>P-APL 13 Child uses imagination in play and interactions with others. (36-60 months)</b>   |  |   |
| <b>P-APL 13a</b> Engages in social and pretend play.  | <ul style="list-style-type: none"> <li>Pretend Play</li> <li>Marmot's Basket</li> <li>Mama's Melody</li> <li>Papa's Play</li> <li>Where's Papa?</li> </ul> | <ul style="list-style-type: none"> <li>Role Play</li> </ul> |
| <b>P-APL 13b</b> Uses imagination with materials to create stories or works of art.   | <ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Soup's On!</li> <li>Perfect Present</li> </ul>   |   |
| <b>P-APL 13c</b> Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. | <ul style="list-style-type: none"> <li>Pretend Play</li> <li>Soup's On!</li> <li>Perfect Present</li> </ul>  |   |
| <b>Social and Emotional Development</b>   |  |   |
| <b>Relationships with Adults</b>  |  |   |
| <b>P-SE 1 Child engages in and maintains positive relationships and interactions with adults.</b>   |  |   |
| <b>P-SE 1a</b> Interacts readily with trusted adults.   | <ul style="list-style-type: none"> <li>Where's Papa?</li> <li>Find Me!</li> <li>Lost and Found</li> <li>Musical Mayhem</li> <li>Soup's On!</li> </ul>      |   |
| <b>P-SE 1b</b> Engages in some positive interactions with less familiar adults, such as parent volunteers.                                      |  | <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul> |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources   |
|--|--|--|
| <b>P-SE 1 Child engages in and maintains positive relationships and interactions with adults <i>continued</i>.</b> |  |  |
| <b>P-SE 1c</b> Shows affection and preference for adults who interact with them on a regular basis.                | <ul style="list-style-type: none"> <li>• Party Time</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Where's Papa?</li> <li>• Find Me!</li> <li>• Mama's Melody</li> </ul> |  |
| <b>P-SE 1d</b> Seeks help from adults when needed.   | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  |  |
| <b>P-SE 2 Child engages in prosocial and cooperative behavior with adults. (36-60 months)</b>                      |  |  |
| <b>P-SE 2a</b> Engages in prosocial behaviors with adults, such as using respectful language or greetings.         | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.                         | <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>            |
| <b>P-SE 2b</b> Attends to an adult when asked.   | <ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> </ul>  |  |
| <b>P-SE 2c</b> Follows adult guidelines and expectations for appropriate behavior.                                 | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>  | <ul style="list-style-type: none"> <li>• Please and Thank You</li> </ul> |
| <b>P-SE 2d</b> Asks or waits for adult permission before doing something when they are unsure.                     | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>  |  |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources   |
|--|---|--|
| <b>Relationships with Other Children</b>   |   |  |
| <b>P-SE 3 Child engages in and maintains positive interactions and relationships with other children. (36-60 months)</b>   |   |  |
| <b>P-SE 3a</b> Engages in and maintains positive interactions with other children.   | 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>• How to Listen Like a Friend</li> <li>• Kind/Unkind Friend Sorting Cards</li> <li>• Kindness Suggestion Pictures</li> </ul>              |
| <b>P-SE 3b</b> Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. | <ul style="list-style-type: none"> <li>• Books: Will You Play With Me?</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> <li>• Party Time</li> <li>• Musical Mayhem</li> </ul>                       | <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Good Playing Rules</li> </ul>  |
| <b>P-SE 3c</b> Takes turns in conversations and interactions with other children.  | Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences. | <ul style="list-style-type: none"> <li>• How to Listen Like a Friend</li> <li>• Kind/Unkind Friend Sorting Cards</li> <li>• Kindness Suggestion Pictures</li> </ul>              |
| <b>P-SE 3d</b> Develops friendships with one or two preferred other children.  | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Marmot's Basket</li> </ul>   |  |
| <b>P-SE 4 Child engages in cooperative play with other children. (36-60 months)</b>  |   |  |
| <b>P-SE 4a</b> Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.                                   | <ul style="list-style-type: none"> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul>   | <ul style="list-style-type: none"> <li>• Good Playing Rules</li> <li>• Guess My Rule</li> <li>• Role Play</li> <li>• Do You Have?</li> <li>• This Belongs to a Friend</li> </ul> |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources  |
|---|---|---|
| <b>P-SE 4 Child engages in cooperative play with other children. (36-60 months) <i>continued</i></b>  |   |   |
| <b>P-SE 4b</b> Demonstrates willingness to include others' ideas during interactions and play.  | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Marmot's Basket</li> </ul>                            | <ul style="list-style-type: none"> <li>• Guess My Rule</li> <li>• Role Play</li> <li>• Do You Have?</li> </ul>  |
| <b>P-SE 4c</b> Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.   | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Musical Mayhem</li> </ul>      | <ul style="list-style-type: none"> <li>• How to Listen Like a Friend</li> <li>• Kind/Unkind Friend Sorting Cards</li> <li>• Kindness Suggestion Pictures</li> </ul> |
| <b>P-SE 4d</b> Engages in reflection and conversation about past play experiences.  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>        |   |
| <b>P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children.</b>   |   |   |
| <b>P-SE 5a</b> Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?" | <ul style="list-style-type: none"> <li>• Books: Play Ball</li> </ul>  | <ul style="list-style-type: none"> <li>• Emotion Cards</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>                                      |
| <b>P-SE 5a</b> Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.  | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |   |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources   |
|--|---|--|
| <b>P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children <i>continued</i>.</b>         |   |  |
| <b>P-SE 5a</b> Expresses feelings, needs, and opinions in conflict situations.   | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>   | <ul style="list-style-type: none"> <li>• Feelings Posters</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> <li>• How to Listen Like a Friend</li> <li>• Kind/Unkind Friend Sorting Cards</li> <li>• Kindness Suggestion Pictures</li> </ul> |
| <b>P-SE 5a</b> Seeks adult help when needed to resolve conflicts.  | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.   |  |
| <b>Emotional Functioning</b>   |   |  |
| <b>P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)</b> |   |  |
| <b>P-SE 6a</b> Recognizes and labels basic emotions in books or photographs.   | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Find Me!</li> <li>• Clubhouse</li> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Lost Keys</li> <li>• Noisy Children</li> <li>• Lost Dinosaur</li> </ul> | <ul style="list-style-type: none"> <li>• Feelings Posters</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>  |
| <b>P-SE 6b</b> Uses words to describe own feelings.  | <ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> </ul>  | <ul style="list-style-type: none"> <li>• Feelings Posters</li> <li>• Panda and Tornado</li> <li>• Guess How I'm Feeling</li> </ul>   |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources  |
|---|---|---|
| <b>P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months) <i>continued</i></b> |   |   |
| <b>P-SE 6c</b> Uses words to describe the feelings of adults or other children.   | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Baby's Berries</li> <li>• Papa's Thumb</li> <li>• Lost Keys</li> <li>• Noisy Children</li> </ul>                          | <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul> |
| <b>P-SE 7 Child expresses care and concern toward others. (36-60 months)</b>  |   |   |
| <b>P-SE 7a</b> Makes empathetic statements to adults or other children.   | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>  | <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• What Would You Do?</li> </ul>    |
| <b>P-SE 7b</b> Offers support to adults or other children who are distressed.   | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>  |   |
| <b>P-SE 8 Child manages emotions with increasing independence. (36-60 months)</b>   |   |   |
| <b>P-SE 8a</b> Expresses feelings in ways that are appropriate to the situation.  | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On!</li> <li>• Lost and Found</li> <li>• Where's Papa?</li> <li>• Papa's Thumb</li> <li>• Lost Keys</li> </ul> |   |
| <b>P-SE 8b</b> Looks for adult assistance when emotions are most intense.   | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>                                       |   |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources   |
|--|---|--|
| <b>P-SE 8 Child manages emotions with increasing independence. (36-60 months) <i>continued</i></b>   |   |  |
| <b>P-SE 8c</b> Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath. | Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.” |  |
| <b>Sense of Identity and Belonging</b>   |   |  |
| <b>P-SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (36-60 months)</b>      |   |  |
| <b>P-SE 9a</b> Describes self using several different characteristics.   | <ul style="list-style-type: none"> <li>Books: Mine; José Three; Grandpa’s Great Athlete</li> </ul>  | <ul style="list-style-type: none"> <li>Waterford Upstart Activity Book, Pg. 1</li> </ul> |
| <b>P-SE 9b</b> Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.                              | <ul style="list-style-type: none"> <li>Books: Mine; Grandpa’s Great Athlete; I Hate Peas; Ooey, Gooley Mud; Lumpy Mush; Jose Three; Play Ball; Movin to the Music Time</li> </ul>   | <ul style="list-style-type: none"> <li>Waterford Upstart Activity Book, Pg. 1</li> </ul> |
| <b>P-SE 10 Child expresses confidence in own skills and positive feelings about self. (36-60 months)</b>                                       |   |  |
| <b>P-SE 10a</b> Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.  | <ul style="list-style-type: none"> <li>Find Me!</li> <li>Musical Mayhem</li> <li>Squirrel’s Sketches</li> <li>Boo Hoo Baby</li> <li>Baby’s Berries</li> </ul>   |  |
| <b>P-SE 10b</b> Expresses own ideas or beliefs in group contexts or in interactions with others.   | <ul style="list-style-type: none"> <li>Soup’s On!</li> <li>My Family</li> <li>Marmot’s Basket</li> <li>Musical Mayhem</li> </ul>  |  |
| <b>P-SE 10c</b> Uses positive words to describe self, such as kind or hard-worker.   | <ul style="list-style-type: none"> <li>Books: Mine; José Three; Grandpa’s Great Athlete</li> <li>Boo Hoo Baby</li> <li>Baby’s Ball</li> </ul>   |  |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources  |
|---|---|---|
| <b>P-SE 11 Child has sense of belonging to family, community, and other groups. (36-60 months)</b>                            |   |   |
| <b>P-SE 11a</b> Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool. | <ul style="list-style-type: none"> <li>• Books: Mine; José Three; The Story Cloth</li> <li>• Clubhouse</li> <li>• Come Inside</li> <li>• My Name Is Squirrel</li> </ul>   |   |
| <b>P-SE 11b</b> Relates personal stories about being a part of different groups.  | 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. |   |
| <b>P-SE 11c</b> Identifies similarities and differences about self across familiar environments and settings.                 | <ul style="list-style-type: none"> <li>• Songs: Same and Different</li> <li>• Books: Mine</li> <li>• Look at Details</li> </ul>   |   |
| <b>Language and Communication</b>   |   |   |
| <b>Attending and Understanding</b>  |   |   |
| <b>P-LC 1 Child attends to communication and language from others. (36-60 months)</b>   |   |   |
| <b>P-LC 1a</b> Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.           | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Marmot's Basket</li> <li>• Musical Mayhem</li> <li>• Find Me</li> </ul>  | <ul style="list-style-type: none"> <li>• Find the Ball</li> </ul> |
| <b>P-LC 1b</b> Shows ongoing connection to a conversation, group discussion, or presentation.                                 | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate.                              |   |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources |
|---|---|----------------------------|
| <b>P-LC 2 Child understands and responds to increasingly complex communication and language from others. (36-60 months)</b>   |   |                            |
| <b>P-LC 2a</b> Shows an ability to recall (in order) multiple step directions.  | Children interacting with Waterford activities are constantly listening to input, and responding with choices, often following multi-step directions.   |                            |
| <b>P-LC 2b</b> Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?”   | <ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>   |                            |
| <b>P-LC 2c</b> Shows an understanding of talk related to the past or future.  | <ul style="list-style-type: none"> <li>• Songs: It Happened Yesterday</li> <li>• Clubhouse</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Yesterday/Tomorrow</li> </ul>  |                            |
| <b>P-LC 2d</b> Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. | <ul style="list-style-type: none"> <li>• Books: Mine; José Three; I Can't Wait; 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>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>   |                            |
| <b>P-LC 2e</b> Children who are DLLs may demonstrate more complex communication and language in their home language than in English.  | DLL children often thrive due to the scaffolded support and individual learning comprehension practice they receive while interacting with the activities. Waterford's Spanish Language Support provides instructions in English and Spanish. With this feature enabled, children hear instructions in English. If they select Repeat, children hear the instructions in Spanish and then again in English. |                            |

| North Dakota Standards  | Waterford Digital Activities   | Waterford Family Resources |
|---|--|----------------------------|
| <b>Communicating and Speaking</b>   |  |                            |
| <b>P-LC 3 Child varies the amount of information provided to meet the demands of the situation. (36-60 months)</b>  |  |                            |
| <b>P-LC 3a</b> Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.                                    | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Find Me</li> </ul>   |                            |
| <b>P-LC 3b</b> Uses language, spoken or sign, to clarify a word or statement when misunderstood.  | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.       |                            |
| <b>P-LC 3c</b> Children who are DLLs may switch between their languages.  | <ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>  |                            |
| <b>P-LC 4 Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)</b>  |  |                            |
| <b>P-LC 4a</b> Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement. | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. |                            |
| <b>P-LC 4b</b> With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret   | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.       |                            |

| North Dakota Standards  | Waterford Digital Activities   | Waterford Family Resources |
|---|--|----------------------------|
| <b>P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)</b>   |  |                            |
| <b>P-LC 5a</b> Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. | Waterford activities introduce letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.  |                            |
| <b>P-LC 5b</b> Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.  | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. |                            |
| <b>P-LC 5c</b> Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.  | <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul>   |                            |
| <b>Vocabulary</b>   |  |                            |
| <b>P-LC 6 Child understands and uses a wide variety of words for a variety of purposes. (36-60 months)</b>  |  |                            |
| <b>P-LC 6a</b> Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.   | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.  |                            |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources |
|---|---|----------------------------|
| <b>P-LC 6 Child understands and uses a wide variety of words for a variety of purposes. (36-60 months) <i>continued</i></b>   |   |                            |
| <b>P-LC 6b</b> Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.  | <ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books<br/>(See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul> |                            |
| <b>P-LC 6c</b> With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes. | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.                           |                            |
| <b>P-LC 6d</b> With support, forms guesses about the meaning of new words from context clues.   | <ul style="list-style-type: none"> <li>• Songs: Look for a Clue</li> <li>• Rusty and Rosy’s Clues</li> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>  |                            |
| <b>P-LC 7 Child shows understanding of word categories and relationships among words. (36-60 months)</b>  |   |                            |
| <b>P-LC 7a</b> Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities  | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.                           |                            |
| <b>P-LC 7b</b> Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.  | <ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books<br/>(See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul> |                            |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources |
|--|---|----------------------------|
| <b>P-LC 7 Child shows understanding of word categories and relationships among words. (36-60 months) <i>continued</i></b>  |   |                            |
| <b>P-LC 7c</b> Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.   | <ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Verbs; Synonym Tree; Four Ecosystems; I Am Part of All I See</li> <li>• Books: Where in the World Would You Go Today?</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Fish</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Plants</li> <li>• Insects</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul> |                            |
| <b>P-LC 7d</b> With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life cycle of caterpillars, or “cylinder” when learning about 3-D shapes. | <ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books<br/>(See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>   |                            |
| <b>P-LC 7e</b> With support, forms guesses about the meaning of new words from context clues.  | <ul style="list-style-type: none"> <li>• Songs: Look for a Clue</li> <li>• Rusty and Rosy’s Clues</li> <li>• Use a Clue</li> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>  |                            |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources   |
|---|---|--|
| <b>Literacy</b>   |   |  |
| <b>Phonological Awareness</b>   |   |  |
| <b>P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)</b>   |   |  |
| <b>P-LIT 1a</b> Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”   | <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 22</li> </ul>                                      |
| <b>P-LIT 1b</b> Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”   | <ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound</li> </ul>  | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 22</li> <li>• The First Sound in a Word</li> </ul> |
| <b>P-LIT 1c</b> Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?” | <ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>  |  |
| <b>Print and Alphabet Knowledge</b>   |   |  |
| <b>P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)</b>                                   |   |  |
| <b>P-LIT 2a</b> Understands that print is organized differently for different purposes, such as a note, list, or storybook.   | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Concept</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>  |  |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources  |
|--|--|---|
| <b>P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months) <i>continued</i></b> |  |   |
| <b>P-LIT 2b</b> Understands that written words are made up of a group of individual letters.   | <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Words In Your World</li> </ul>  |   |
| <b>P-LIT 2c</b> Begins to point to single-syllable words while reading simple, memorized texts.  | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• Picture Story</li> </ul>   |   |
| <b>P-LIT 2d</b> Identifies book parts and features, such as the front, back, title, and author.  | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.  |   |
| <b>P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)</b>  |  |   |
| <b>P-LIT 3a</b> Names most upper and lower-case letters.   | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> </ul>   | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 22</li> </ul> |
| <b>P-LIT 3b</b> Knows the sounds associated with several letters.  | <ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul> | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 22</li> </ul> |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources |
|--|---|----------------------------|
| <b>Comprehension and Text Structure</b>  |   |                            |
| <b>P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months)</b>  |   |                            |
| <b>P-LIT 4a</b> Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>    |                            |
| <b>P-LIT 4b</b> Tells fictional or personal stories using a sequence of at least two or three connected events.  | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> </ul>   |                            |
| <b>P-LIT 4c</b> Identifies characters and main events in books and stories.  | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> </ul> |                            |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources |
|---|---|----------------------------|
| <b>P-LIT 5 Child asks and answers questions about a book that was read aloud. (36-60 months)</b>  |   |                            |
| <b>P-LIT 5a</b> Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>             |                            |
| <b>P-LIT 5b</b> Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text. | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Peek at the Story</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> </ul>      |                            |
| <b>P-LIT 5c</b> Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• Describe Characters</li> </ul> |                            |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources  |
|---|---|---|
| <b>Writing</b>  |   |   |
| <b>P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)</b>  |   |   |
| <b>P-LIT 6a</b> Creates a variety of written products that may or may not phonetically relate to intended messages.   | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Letters Make Words</li> </ul> |   |
| <b>P-LIT 6b</b> Shows an interest in copying simple words posted in the classroom.  | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>                               | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 3</li> </ul>  |
| <b>P-LIT 6c</b> Attempts to independently write some words using invented spelling, such as K for kite.   | <ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>   | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 3</li> </ul>  |
| <b>P-LIT 6d</b> Writes first name correctly or close to correctly.  | <ul style="list-style-type: none"> <li>• Name Game</li> <li>• Letter Trace</li> </ul>   | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 3</li> </ul>  |
| <b>P-LIT 6e</b> Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right. | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Print Concept</li> </ul>      | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 3</li> </ul>  |
| <b>Mathematics Development</b>  |   |   |
| <b>Counting and Cardinality</b>   |   |   |
| <b>P-MATH 1 Child knows number names and the count sequence. (36-60 months)</b>   |   |   |
| <b>P-MATH 1</b> Counts verbally or signs to at least 20 by ones.  | <ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 41</li> </ul> |

| North Dakota Standards  | Waterford Digital Activities   | Waterford Family Resources  |
|---|--|---|
| <b>P-MATH 2 Child recognizes the number of objects in a small set. (46-60 months)</b>   |  |   |
| <b>P-MATH 2</b> Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.                                  | <ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>  | <ul style="list-style-type: none"> <li>• Dot Cards</li> </ul>                               |
| <b>P-MATH 3 Child understands the relationship between numbers and quantities. (36-60 months)</b>   |  |   |
| <b>P-MATH 3a</b> When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. | <ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-One Correspondence</li> <li>• Bug Bits</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 41</li> </ul> |
| <b>P-MATH 3b</b> Counts and answers “How many?” questions for approximately 10 objects.   | <ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Match Numbers</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> </ul> | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 41</li> </ul> |
| <b>P-MATH 3c</b> Accurately counts as many as 5 objects in a scattered configuration.   | <ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Match Numbers</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> </ul> |   |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources  |
|--|--|---|
| <b>P-MATH 3 Child understands the relationship between numbers and quantities. (36-60 months) <i>continued</i></b>   |  |   |
| <b>P-MATH 3d</b> Understands that each successive number name refers to a quantity that is one larger.   | <ul style="list-style-type: none"> <li>Counting Songs</li> <li>Make and Count Groups</li> <li>One-to-One Correspondence</li> </ul>   |   |
| <b>P-MATH 3e</b> Understands that the last number said represents the number of objects in a set.  | <ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Match Numbers</li> <li>One-to-One Correspondence</li> </ul>  | <ul style="list-style-type: none"> <li>Waterford Upstart Activity Book, Pg. 41</li> </ul> |
| <b>P-MATH 4 Child compares numbers. (36-60 months)</b>   |  |   |
| <b>P-MATH 4a</b> Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. | <ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Books: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than, Fewer Than</li> <li>More Than</li> <li>Fewer Than</li> </ul> |   |
| <b>P-MATH 4b</b> Identifies and uses numbers related to order or position from first to tenth.   | <ul style="list-style-type: none"> <li>Songs: Monster Trucks</li> <li>Books: The Circus Came to Town</li> <li>Order Numbers</li> </ul>   |   |
| <b>P-MATH 5 Child associates a quantity with written numerals up to 5 and begins to write numbers. (36-60 months)</b>  |  |   |
| <b>P-MATH 5a</b> Associates a number of objects with a written numeral 0-5.  | <ul style="list-style-type: none"> <li>Number Counting</li> <li>Match Numbers</li> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>  |   |
| <b>P-MATH 5b</b> Recognizes and, with support, writes some numerals up to 10.  | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Number Practice</li> </ul>  |   |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources  |
|---|---|---|
| <b>Operations and Algebraic Thinking</b>  |   |   |
| <b>P-MATH 6 Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)</b>   |   |   |
| <b>P-MATH 6a</b> Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.  | <ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition</li> <li>• Books: Five Delicious Muffins</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul> | <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> </ul> |
| <b>P-MATH 6b</b> Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number.  | <ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition</li> <li>• Books: Five Delicious Muffins</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul> | <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> </ul> |
| <b>P-MATH 6c</b> With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three...” and then counts on “Four, five!” (keeping track with fingers). | <ul style="list-style-type: none"> <li>• Songs: Counting On</li> <li>• Books: A Space Adventure</li> <li>• Count On</li> </ul>  | <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> </ul> |
| <b>P-MATH 6d</b> When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three...two!” (keeping track with fingers).  | <ul style="list-style-type: none"> <li>• Songs: Counting Backward</li> <li>• Count Down</li> <li>• Counting Back</li> </ul>   |   |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources                                   |
|---|---|--|
| <b>P-MATH 7 Child understands simple patterns. (36-60 months)</b>   |   |  |
| <b>P-MATH 7a</b> Fills in missing elements of simple patterns.  | <ul style="list-style-type: none"> <li>• Pattern AB</li> <li>• Pattern ABC</li> <li>• Pattern ABB</li> </ul>  | <ul style="list-style-type: none"> <li>• Patterns</li> </ul> |
| <b>P-MATH 7b</b> Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks. | <ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABC</li> <li>• Pattern ABB</li> </ul> | <ul style="list-style-type: none"> <li>• Patterns</li> </ul> |
| <b>P-MATH 7c</b> Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.   | <ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABC</li> <li>• Pattern ABB</li> </ul> | <ul style="list-style-type: none"> <li>• Patterns</li> </ul> |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources                               |
|--|---|--|
| <b>Measurement</b>   |   |  |
| <b>P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)</b> |   |  |
| <b>P-MATH 8a</b> Measures using the same unit, such as putting together snap cubes to see how tall a book is.  | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Length</li> </ul>   | <ul style="list-style-type: none"> <li>• Size</li> </ul> |
| <b>P-MATH 8b</b> Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.  | <ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Big Small</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Order Size</li> <li>• Make Comparisons</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> <li>• Tall and Short</li> </ul> | <ul style="list-style-type: none"> <li>• Size</li> </ul> |
| <b>P-MATH 8c</b> Uses comparative language, such as shortest, heavier, or biggest.   | <ul style="list-style-type: none"> <li>• Songs: Large, Larger, Largest</li> <li>• Big and Little</li> <li>• Order Size</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Capacity</li> </ul>  | <ul style="list-style-type: none"> <li>• Size</li> </ul> |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources                                 |
|--|--|--|
| <b>Geometry and Spatial Sense</b>  |  |  |
| <b>P-MATH 9 Child identifies, describes, compares, and composes shapes. (36-60 months)</b>   |  |  |
| <b>P-MATH 9a</b> Names and describes shapes in terms of length of sides, number of sides, and number of angles.  | <ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>   | <ul style="list-style-type: none"> <li>• Shapes</li> </ul> |
| <b>P-MATH 9b</b> Correctly names basic shapes regardless of size and orientation.  | <ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>   | <ul style="list-style-type: none"> <li>• Shapes</li> </ul> |
| <b>P-MATH 9c</b> Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. | <ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites; All Sorts of Laundry; Savanna Size; Same and Different</li> <li>• Books: Imagination Shapes; The Shape of Things; Buttons, Buttons</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul> |  |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources |
|---|---|----------------------------|
| <b>P-MATH 9 Child identifies, describes, compares, and composes shapes. (36-60 months) <i>continued</i></b>   |   |                            |
| <b>P-MATH 9d</b> Creates and builds shapes from components.   | <ul style="list-style-type: none"> <li>• Tangrams</li> </ul>  |                            |
| <b>P-MATH 10 Child explores the positions of objects in space. (36-60 months)</b>   |   |                            |
| <b>P-MATH 10a</b> Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind. | <ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• First, Middle, Last</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> </ul> |                            |
| <b>P-MATH 10b</b> Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”                          | <ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Books: Up in the Air</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> </ul>  |                            |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources   |
|---|---|--|
| <b>Scientific Reasoning</b>   |   |  |
| <b>Scientific Inquiry</b>   |   |  |
| <b>P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)</b>            |   |  |
| <b>P-SCI 1a</b> Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.                      | <ul style="list-style-type: none"> <li>• Songs: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Smell</li> <li>• Taste</li> <li>• Touch</li> <li>• Hearing</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> <li>• Calendar/Graph Weather</li> </ul> |  |
| <b>P-SCI 1b</b> Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope. | <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Weather Tools</li> <li>• Science Observation: From Egg to Chick</li> </ul>   |  |
| <b>P-SCI 1c</b> Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.      | <ul style="list-style-type: none"> <li>• Songs: Five Senses; Adjectives Describe; The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>   |  |
| <b>P-SCI 1d</b> Represents observable phenomena with pictures, diagrams, and 3-D models.  | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.   | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 3</li> </ul> |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources |
|--|--|----------------------------|
| <b>P-SCI 2 Child engages in scientific talk. (36-60 months)</b>  |  |                            |
| <b>P-SCI 2a</b> Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.                              | <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>• Science Tools</li> <li>• Science Observation: From Egg to Chick</li> </ul> |                            |
| <b>P-SCI 2b</b> Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.   | <ul style="list-style-type: none"> <li>• Songs: Ecosystems; Vertebrates; Invertebrates; The Scientific Method</li> <li>• Science Books<br/>(See titles at end of document.)</li> <li>• Mammals</li> <li>• Fish</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Plants</li> <li>• Insects</li> </ul>  |                            |
| <b>P-SCI 3 Child compares and categorizes observable phenomenon. (36-60 months)</b>  |  |                            |
| <b>P-SCI 3a</b> Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.                               | <ul style="list-style-type: none"> <li>• Songs: Five Senses; All Sorts of Laundry; Plant or Animal; Living and Nonliving</li> <li>• Sort</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>   |                            |
| <b>P-SCI 3b</b> Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena. | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Science Tools</li> <li>• Weather Tools</li> <li>• Capacity</li> <li>• Length</li> </ul>  |                            |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources |
|--|---|----------------------------|
| <b>Reasoning and Problem-Solving</b>   |   |                            |
| <b>P-SCI 4 Child asks a question, gathers information, and makes predictions. (36-60 months)</b>   |   |                            |
| <b>P-SCI 4a</b> Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.                                      | <ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>   |                            |
| <b>P-SCI 4b</b> Gathers information about a question by looking at books or discussing prior knowledge and observations.   | <ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul> |                            |
| <b>P-SCI 4c</b> Makes predictions and brainstorms solutions based on background knowledge and experiences such as “I think that plants need water to grow” or “I think adding yellow paint to purple will make brown”. | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>   |                            |
| <b>P-SCI 5: Child plans and conducts investigations and experiments. (36-60 months)</b>  |   |                            |
| <b>P-SCI 5a</b> Articulates steps to be taken and lists materials needed for an investigation or experiment.   | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> </ul>   |                            |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources |
|---|---|----------------------------|
| <b>P-SCI 5: Child plans and conducts investigations and experiments. (36-60 months) <i>continued</i></b>  |   |                            |
| <b>P-SCI 5b</b> Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.  | <ul style="list-style-type: none"> <li>• Experiment</li> <li>• Push and Pull</li> </ul>   |                            |
| <b>P-SCI 5c</b> Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries. | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> <li>• Calendar/Graph Weather</li> <li>• Science Observation: From Egg to Chick</li> </ul> |                            |
| <b>P-SCI 6 Child analyzes results, draws conclusions, and communicates results. (36-60 months)</b>  |   |                            |
| <b>P-SCI 6a</b> Analyzes and interprets data and summarizes results of investigation.   | <ul style="list-style-type: none"> <li>• Science Observation: From Egg to Chick</li> <li>• Calendar/Graph Weather</li> <li>• Science Investigation</li> </ul>   |                            |
| <b>P-SCI 6b</b> Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.  | <ul style="list-style-type: none"> <li>• Science Observation: From Egg to Chick</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> </ul>   |                            |
| <b>P-SCI 6c</b> With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.   | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Observation: From Egg to Chick</li> <li>• Science Investigation</li> </ul>   |                            |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources  |
|---|---|---|
| <b>P-SCI 6 Child analyzes results, draws conclusions, and communicates results. (36-60 months) <i>continued</i></b>   |   |   |
| <b>P-SCI 6d</b> Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country. | <ul style="list-style-type: none"> <li>Songs: The Scientific Method</li> <li>Science Observation: From Egg to Chick</li> <li>Science Investigation</li> <li>Calendar/Graph Weather</li> </ul>                     |   |
| <b>Domain V: Social Studies</b>   |   |   |
| <b>Concepts of Time</b>   |   |   |
| <b>P-SS 1. Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)</b>  |   |   |
| <b>P-ss 1a</b> Uses “ed” on verbs to include past tense (e.g., walked, cooked).   | <ul style="list-style-type: none"> <li>Songs: It Happened Yesterday</li> <li>Past Tense Verbs</li> </ul>  |   |
| <b>P-SS 1b</b> Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).   | <ul style="list-style-type: none"> <li>Songs: It Happened Yesterday</li> <li>Books: The Watermelon Seed; José Three; I Can't Wait</li> <li>Today</li> <li>Past Tense Verbs</li> <li>Yesterday/Tomorrow</li> </ul> | <ul style="list-style-type: none"> <li>Schedule Cards for Families</li> </ul> |
| <b>P-SS 1c</b> Anticipates recurring activities.  | <ul style="list-style-type: none"> <li>Squirrel Sketches</li> </ul>   |   |

| North Dakota Standards  | Waterford Digital Activities   | Waterford Family Resources  |
|---|--|---|
| <b>Citizenship</b>  |  |   |
| <b>P-SS 4. Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)</b>    |  |   |
| <b>P-SS 4a</b> Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.                           | Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.   | <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul> |
| <b>P-SS 4b</b> Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.    | Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.   |   |
| <b>P-SS 4c</b> Responds to signals when transitioning from one activity to another.   | When the student's session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, "Your turn is finished. You've done a good job."                                   |   |
| <b>P-SS 3. Child shares responsibility for caring for their environment. (36-60 months)</b>   |  |   |
| <b>P-SS 3a</b> Appropriately handles materials during activities.   | Waterford's Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property as well as their own. |   |
| <b>P-SS 3b</b> Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin. | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Count to 10, Pigeon Marmot Clean-up</li> </ul>  |   |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources  |
|--|---|---|
| <b>P-SS 5. Child begins to understand various group decision-making processes. (36-60 months)</b>  |   |   |
| <b>P-SS 5a</b> Engages in and maintains positive interactions with other children.   | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Boo Hoo Baby</li> </ul>  |   |
| <b>P-SS 5b</b> Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. | <ul style="list-style-type: none"> <li>• Books: Will You Play With Me?</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> <li>• Party Time</li> <li>• Musical Mayhem</li> </ul>                       | <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Good Playing Rules</li> </ul>   |
| <b>P-SS 5c</b> Takes turns in conversations and interactions with other children.  | Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences. |   |
| <b>P-SS.5d</b> Develops friendships with one or two preferred other children.  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>  | <ul style="list-style-type: none"> <li>• Friends Pictures</li> <li>• How to Listen Like a Friend</li> <li>• This Belongs to a Friend</li> </ul> |
| <b>Identity and Culture</b>  |   |   |
| <b>P-SS 6.</b> Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families. (36-60 months)                  | <ul style="list-style-type: none"> <li>• Books: Jose Three; Grandpa's Great Athlete</li> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>   |   |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources                                    |
|--|---|---|
| <b>Goal P-SS 7. Demonstrate awareness of differences among families and communities to which they belong. (36-60 months)</b> |   |   |
| <b>P-SS 7a</b> Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool. | <ul style="list-style-type: none"> <li>• Books: Jose Three; Grandpa's Great Athlete</li> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul> |   |
| <b>P-SS 7b</b> Relates personal stories about being a part of different groups.  | <ul style="list-style-type: none"> <li>• Books: Jose Three; Grandpa's Great Athlete</li> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul> |   |
| <b>Domain VI: Creative Arts</b>  |   |   |
| <b>Music</b>   |   |   |
| <b>Goal P-CA 1. Child sings and plays simple musical instruments. (36-60 months)</b>   |   |   |
| <b>P-CA 1a</b> Experiments with musical instruments.   | <ul style="list-style-type: none"> <li>• Books: What Sounds Say; Movin' to the Music Time</li> <li>• Mama's Melody</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul> |
| <b>P-CA 1b</b> Responds to rhythmic patterns and elements of music using expressive movement.                                | <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>P-CA 1c</b> Improvises movement and sound responses to music.   | <ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> </ul>  | <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul> |
| <b>P-CA 1d</b> Explores using a singing voice.   |   | <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul> |
| <b>P-CA 1e</b> Demonstrates beat awareness.  | <ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> </ul>   | <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul> |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources |
|---|---|----------------------------|
| <b>Goal P-CA 2. Child listens to music with attention. (36-60 months)</b>                     |   |                            |
| <b>P-CA 2a</b> Participates in music activities, such as listening, singing, or performing.   | 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>P-CA 2b</b> Describes and responds to musical elements.                                    | <ul style="list-style-type: none"> <li>Books: Movin' to the Music Time</li> </ul>   |                            |
| <b>P-CA 2c</b> Recognizes a wide variety of sounds and sound sources.                         | <ul style="list-style-type: none"> <li>Songs: Sound</li> <li>Books: Movin' to the Music Time; What Sounds Say</li> <li>Animal Sounds</li> </ul>                     |                            |
| <b>P-CA 2d</b> Expresses feeling responses to music.  | <ul style="list-style-type: none"> <li>Books: Movin' to the Music Time</li> </ul>   |                            |
| <b>P-CA 2e</b> Recognizes music in daily life.  | <ul style="list-style-type: none"> <li>Party Time</li> <li>Sing Around the World Songs</li> </ul>   |                            |
| <b>P-CA 2f</b> Explores musical opposites (long/slow, fast/slow, loud/soft).                  | <ul style="list-style-type: none"> <li>Books: Movin' to the Music Time</li> <li>Mama's Melody</li> </ul>  |                            |
| <b>Dance and Movement</b>   |   |                            |
| <b>Goal P-CA 3. Child coordinates movements in response to beat or rhythm. (36-60 months)</b> |   |                            |
| <b>P-CA 3a</b> Expresses what is felt and heard in various musical tempos and styles.         | <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>P-CA 3b</b> Moves to different patterns of beat and rhythm in music.                       | <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>                                     |                            |

| North Dakota Standards  | Waterford Digital Activities  | Waterford Family Resources |
|---|---|----------------------------|
| <b>Goal P-CA 3. Child coordinates movements in response to beat or rhythm. (36-60 months) <i>continued</i></b>  |   |                            |
| <b>P-CA 3c</b> Uses creative movement to express concepts, ideas, or feelings.  | <ul style="list-style-type: none"> <li>Books: Movin' to the Music Time</li> </ul>   |                            |
| <b>P-CA 3d</b> Demonstrates simple phrases of movement in time and space.   | <ul style="list-style-type: none"> <li>Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes</li> <li>Books: Movin' to the Music Time</li> </ul> |                            |
| <b>P-CA 3e</b> Attentively observes a dance performance.  | <ul style="list-style-type: none"> <li>Songs: Little Snowball Bush of Mine</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>                           |                            |
| <b>P-CA 3f</b> Recognizes dances from around the world.   | <ul style="list-style-type: none"> <li>Movin to the Music Time</li> </ul>   |                            |
| <b>Visual Arts</b>  |   |                            |
| <b>Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition) (36-60 months)</b> |   |                            |
| <b>P-CA 4a</b> Uses different materials and techniques to make art creations.   | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.   |                            |
| <b>P-CA 4b</b> Discusses one's own artistic creations and those of others.  | <ul style="list-style-type: none"> <li>Squirrel Sketches</li> </ul>   |                            |
| <b>P-CA 4c</b> Knows that works of art can represent people, places, and things.  | <ul style="list-style-type: none"> <li>Squirrel Sketches</li> </ul>   |                            |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources |
|--|--|----------------------------|
| <b>Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition) (36-60 months) <i>continued</i></b> |  |                            |
| <b>P-CA 4d</b> Identifies art in daily life.   | <ul style="list-style-type: none"> <li>• Songs: Colors, Colors; The Painted Rooster</li> <li>• Books: Lizard and the Painted Rock</li> <li>• Squirrel's Sketches</li> <li>• Dots, Lines, and Circles</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Red, Yellow, and Blue</li> </ul> |                            |
| <b>P-CA 4e</b> Understands that artists have an important role in communities.   | <ul style="list-style-type: none"> <li>• Books: Lizard and the Painted Rock</li> <li>• Squirrel's Sketches</li> </ul>  |                            |
| <b>Dramatic Play</b>   |  |                            |
| <b>Goal P-CA 5. Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)</b>                      |  |                            |
| <b>P-CA 5a</b> Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.   | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul>  |                            |

| North Dakota Standards   | Waterford Digital Activities   | Waterford Family Resources  |
|--|--|---|
| <b>Goal P-CA 5. Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months) <i>continued</i></b> |  |   |
| <b>P-CA 5b</b> Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.   | <ul style="list-style-type: none"> <li>Pretend Play</li> </ul>   | <ul style="list-style-type: none"> <li>Role Play</li> </ul>   |
| <b>P-CA 5c</b> Responds to stories and plays.  | <ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>                                  |   |
| <b>P-CA 5d</b> Identifies/describes characters.  | <ul style="list-style-type: none"> <li>Describe Characters</li> <li>Pretend Play</li> </ul>                          |   |
| <b>Domain VII: Perceptual, Motor, and Physical Development</b>   |  |   |
| <b>Gross Motor</b>   |  |   |
| <b>P-PMP 1 Child demonstrates control, strength, and coordination of large muscles. (36-60 months)</b>   |  |   |
| <b>P-PMP 1a</b> Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.   |  | <ul style="list-style-type: none"> <li>Yoga Booklet</li> <li>Health</li> <li>Exercise</li> </ul>          |
| <b>P-PMP 1b</b> Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.   | <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>Yoga Booklet</li> <li>Exercise</li> <li>Move and Groove</li> </ul> |
| <b>P-PMP 1c</b> Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.  |  | <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>  |

| North Dakota Standards  | Waterford Digital Activities   | Waterford Family Resources   |
|---|--|--|
| <b>P-PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people. (36-60 months)</b>                          |  |  |
| <b>P-PMP 2a</b> Demonstrates awareness of own body and other people's space during interactions.  |  | <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>  |
| <b>P-PMP 2b</b> Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.                           |  | <ul style="list-style-type: none"> <li>• Exercise and Rest</li> <li>• Yoga Booklet</li> </ul>  |
| <b>P-PMP 2c</b> When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children. | <ul style="list-style-type: none"> <li>• Songs: Positioning</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> </ul> |  |
| <b>P-PMP 2d</b> Changes directions when moving with little difficulty.  |  | <ul style="list-style-type: none"> <li>• Exercise and Rest</li> <li>• Yoga Booklet</li> </ul>  |
| <b>Fine Motor</b>   |  |  |
| <b>P-PMP 3 Child demonstrates control, strength, and coordination of small muscles. (36-60 months)</b>  |  |  |
| <b>P-PMP 3a</b> Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.                     | The daily use of a touch pad or mouse develops hand-eye coordination and dexterity.  | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 4</li> <li>• Tripod Pencil Grip</li> <li>• Letter Writing Practice</li> <li>• Number Writing Practice</li> </ul> |
| <b>P-PMP 3b</b> Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.   |  | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 4</li> <li>• Tripod Pencil Grip</li> <li>• Letter Writing Practice</li> <li>• Number Writing Practice</li> </ul> |

| North Dakota Standards  | Waterford Digital Activities   | Waterford Family Resources  |
|---|--|---|
| <b>P-PMP 3c</b> Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.  | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.   |   |
| <b>Health, Safety, and Nutrition</b>  |  |   |
| <b>P-PMP 4 Child demonstrates personal hygiene and self-care skills. (36-60 months)</b>   |  |   |
| <b>P-PMP 4a</b> Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.                                | <ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Health Experiment</li> </ul> | <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> </ul>  |
| <b>P-PMP 4b</b> Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed. | <ul style="list-style-type: none"> <li>• Teeth</li> </ul>  | <ul style="list-style-type: none"> <li>• Health</li> </ul>  |
| <b>P-PMP 6 Child demonstrates knowledge of personal safety practices and routines. ( 36-60 months)</b>  |  |   |
| <b>P-PMP 6a</b> Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.   |  | <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>                                      |
| <b>P-PMP 6b</b> Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.                    |  | <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> <li>• Life Jackets and Floaties</li> </ul> |

| North Dakota Standards   | Waterford Digital Activities  | Waterford Family Resources  |
|--|---|---|
| <b>P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)</b> |   |   |
| <b>P-PMP 5a</b> Identifies a variety of healthy and unhealthy foods.   | <ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Healthy Food</li> </ul> | <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Health</li> <li>• Fill Your Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul> |
| <b>P-PMP 5b</b> Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.            | <ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Healthy Food</li> </ul> | <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Health</li> <li>• Fill Your Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul> |
| <b>P-PMP 5c</b> Moderates food consumption based on awareness of own hunger and fullness.                                      |   | <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Health</li> <li>• Fill Your Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul> |

## Pre-Math and Science

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## Basic Math and Science

### Math and Science Books

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

## Fluent Math and Science

### Math and Science Books

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



### Support

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

## Research-Driven Development

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

# Family Engagement Resources

## 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 / O: Polly, Put the Kettle On / P: This Little Pig / Q: Quack, Quack, Quack / R: Little Rabbit / S: Eensy, Weensy Spider / U: The Bus / V: My Valentine / W: Wee Willie Winkie / X: A-hunting We Will Go / Y: Yankee Doodle

### Beginning Reading Songs

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

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

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

## Weekly Homelink Newsletters

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

## Math Homelink Newsletters

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

## Science Homelink Newsletters

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

## Reading Homelink Newsletters

### Alphabet Knowledge Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

## Readiness Skills Letters

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

## Phonological Awareness Letters

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



## Waterford Family

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