



Alignment

February 2026

100%
Aligned

**Waterford
Early Learning:
SmartStart / PreK**

**Head Start Early
Learning Outcomes
Framework: Ages
Birth to Five**

This document provides a detailed alignment of **Waterford Early Learning to Head Start Early Learning Outcomes Framework: Ages Birth to Five**.

Alignment Description

This document aligns Head Start Early Learning Outcomes Framework: Ages Birth to Five 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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Head Start Outcomes	Waterford Digital Activities	Waterford Resources
APPROACHES TO LEARNING		
Emotional and Behavioral Self-Regulation		
P-ATL 1 Child manages emotions with increasing independence.		
<p>P-ATL 1a Expresses emotions in ways that are appropriate to the situation</p>	<ul style="list-style-type: none"> • Do I Have To? • Lost Dinosaur • Squirrel Blocks • Clubhouse • Papa's Thumb • Lost Keys • Where's Papa? • Lost and Found • Broken Vase • Come Inside 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Emotion Cards • Guess How I'm Feeling • Panda and Tornado
<p>P-ATL 1b Looks for adult assistance when emotions are most intense.</p>	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 75 Grown-up Manners <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Trusted Adults • Community Helpers
<p>P-ATL 1c Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</p>	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 75 Grown-up Manners <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Trusted Adults • Community Helpers

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-ATL 2 Child follows classroom rules and routines with increasing independence.		
P-ATL 2a Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles
P-ATL 2b 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"> • It's Not Fair! • Do I Have To? • Lost and Found • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles
P-ATL 2c Responds to signals when transitioning from one activity to another.		<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition
P-ATL 3 Child appropriately handles and takes care of classroom materials.		
P-ATL 3a Appropriately handles materials during activities	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 1, Pg. 110 Plan, Do, Review • Unit 7 Pg. 141 Tool Workshop
P-ATL 3b Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	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.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 31 Cleanup and Center Review
P-ATL 4 Child manages actions, words, and behavior with increasing independence.		
P-ATL 4a 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 videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-ATL 4 Child manages actions, words, and behavior with increasing independence <i>continued</i>.		
<p>P-ATL 4b Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
<p>P-ATL 4c Waits for turn, such as waits in line to wash hands or waits for turn on swings</p>	<p>Engaging activities throughout Waterford hold children's attention as they concentrate on each task.</p>	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
<p>P-ATL 4d Refrains from aggressive behavior towards others.</p>	<ul style="list-style-type: none"> • Party Time • Soup's On! 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Good Playing Rules • Teaching Children Manners
<p>P-ATL 4e 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</p>	<ul style="list-style-type: none"> • Do I Have To? • Broken Lamp • Baby's Ball 	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Consequences Cards

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
Cognitive Self-Regulation (Executive Functioning)		
P-ATL 5 Child demonstrates an increasing ability to control impulses.		
<p>P-ATL 5a Stops an engaging activity to transition to another less desirable activity with adult guidance and support.</p>	<p>Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
<p>P-ATL 5b Delays having desires met, such as agreeing to wait turn to start an activity.</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Musical Mayhem • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
<p>P-ATL 5c Without adult reminders, waits to communicate information to a group</p>	<ul style="list-style-type: none"> • Party Time • Soup’s On! 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Good Playing Rules • Teaching Children Manners
<p>P-ATL 5d Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</p>	<ul style="list-style-type: none"> • Clubhouse • Boo Hoo Baby • Squirrel’s Sketches • Perfect Present • The Picnic • Dinner Time • Soup’s On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-ATL 6 Child maintains focus and sustains attention with minimal adult support.		
P-ATL 6a Maintains focus on activities for extended periods of time, such as 15 minutes or more.	Engaging activities in Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
P-ATL 6b Engages in purposeful play for extended periods of time	Engaging activities in Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
P-ATL 6c Attends to adult during large and small group activities with minimal support.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Musical Mayhem • Squirrel's Sketches 	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
P-ATL 7 Child persists in tasks.		
P-ATL 7a Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
P-ATL 7b Returns with focus to an activity or project after having been away from it.	Engaging activities and consistent support throughout Waterford hold children's attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-ATL 8 Child holds information in mind and manipulates it to perform tasks.		
P-ATL 8a Accurately recounts recent experiences in the correct order and includes relevant details.	<ul style="list-style-type: none"> • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 7, Pg. 244 Weather Report <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Vertebrates • Insect Food
P-ATL 8b 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.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal
P-ATL 8c Remembers actions to go with stories or songs shortly after being taught.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 4, Pg. 13 We're All Happy
P-ATL 9 Child demonstrates flexibility in thinking and behavior.		
P-ATL 9a Tries different strategies to complete work or solve problems including with other children	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like?
P-ATL 9b 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"> • Marmot's Basket • Perfect Present • Party Time 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things
P-ATL 9c Transitions between activities without getting upset.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 7, Pg. 249 Friendship

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
Initiative and Curiosity		
P-ATL 10 Child demonstrates initiative and independence.		
P-ATL 10a Engages in independent activities	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
P-ATL 10b Makes choices and communicates these to adults and other children.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooney Mud; I Hate Peas; Lumpy Mush; Grandpa’s Great Athlete; Bad News Shoes; Movin’ to the Music Time • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 288 Journals: My Family
P-ATL 10c 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.	Children follow directions and routines independently as they progress through Waterford’s sequence of activities.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal
P-ATL 10d 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"> • Pretend Play • Materials • Magnets 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Unit 3, Pg. 367 Shapes Mural

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-ATL 11 Child shows interest in and curiosity about the world around them.		
P-ATL 11a Asks questions and seeks new information.	<ul style="list-style-type: none"> • 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 • Science Investigation 	<ul style="list-style-type: none"> • Center Activities • Story Time Activities
P-ATL 11b Is willing to participate in new activities or experiences even if they are perceived as challenging.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Tools • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 1, Pg. 110 Plan, Do, Review • Unit 7 Pg. 141 Tool Workshop
P-ATL 11c Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	<ul style="list-style-type: none"> • 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 • Science Investigation 	<ul style="list-style-type: none"> • Center Activities • Story Time Activities
Creativity		
P-ATL 12 Child expresses creativity in thinking and communication.		
P-ATL 12a Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities
P-ATL 12b Approaches tasks, activities, and play in ways that show creative problem solving.	<ul style="list-style-type: none"> • 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 • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
P-ATL 12c Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	<ul style="list-style-type: none"> • 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 • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-ATL 13 Child uses imagination in play and interactions with others.		
P-ATL 13a Engages in social and pretend play.	<ul style="list-style-type: none"> • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
P-ATL 13b Uses imagination with materials to create stories or works of art.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities
P-ATL 13c 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"> • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
SOCIAL AND EMOTIONAL DEVELOPMENT		
Relationships with Adults		
P-SE 1 Child engages in and maintains positive relationships and interactions with adults.		
P-SE 1a Interacts readily with trusted adults.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 75 Grown-up Manners <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Trusted Adults • Community Helpers

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SE 1 Child engages in and maintains positive relationships and interactions with adults <i>continued</i>.		
P-SE 1b Engages in some positive interactions with less familiar adults, such as parent volunteers.		<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 75 Grown-up Manners <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Trusted Adults • Community Helpers
P-SE 1c Shows affection and preference for adults who interact with them on a regular basis	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
P-SE 1d Seeks help from adults when needed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 7, Pg. 249 Friendship
P-SE 2 Child engages in prosocial and cooperative behavior with adults.		
P-SE 2a Engages in prosocial behaviors with adults, such as using respectful language or greetings.	<ul style="list-style-type: none"> • Marmot's Basket • Perfect Present • Party Time • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 7, Pg. 244 Weather Report <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Insect Food
P-SE 2b Attends to an adult when asked.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SE 2 Child engages in prosocial and cooperative behavior with adults <i>continued</i>.		
P-SE 2c Follows adult guidelines and expectations for appropriate behavior.	<ul style="list-style-type: none"> • Books: Thump, Bump!; The Noise in the Night • Do I Have To? • It's Not Fair! • Lost and Found • My Family • Soup's On! • Broken Lamp • Baby's Ball 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Emotion Cards • Guess How I'm Feeling • Panda and Tornado
P-SE 2d Asks or waits for adult permission before doing something when they are unsure.	Engaging activities and consistent support throughout Waterford hold children's attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Relationships with Other Children		
P-SE 3 Child engages in and maintains positive interactions and relationships with other children.		
P-SE 3a Engages in and maintains positive interactions with other children	<ul style="list-style-type: none"> • Pretend Play • Perfect Present • Soup's On! 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Unit 3, Pg. 367 Shapes Mural
P-SE 3b 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"> • Marmot's Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 238 Friends Use Kind Words

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SE 3 Child engages in and maintains positive interactions and relationships with other children <i>continued</i>.		
P-SE 3c Takes turns in conversations and interactions with other children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 75 Grown-Up Manners
P-SE 3d Develops friendships with one or two preferred other children.	<ul style="list-style-type: none"> • Marmot's Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 238 Friends Use Kind Words
P-SE 4 Child engages in cooperative play with other children.		
P-SE 4a 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"> • Marmot's Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 238 Friends Use Kind Words
P-SE 4b Demonstrates willingness to include others' ideas during interactions and play.	<ul style="list-style-type: none"> • Pretend Play • Marmot's Basket 	<ul style="list-style-type: none"> • Dramatic Play Activities
P-SE 4c Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	<ul style="list-style-type: none"> • Pretend Play • Marmot's Basket 	<ul style="list-style-type: none"> • Dramatic Play Activities
P-SE 4d Engages in reflection and conversation about past play experiences.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 20 Reflection and Dismissal

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children.		
P-SE 5a 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"> • Boo Hoo Baby • Squirrel’s Sketches • Perfect Present • The Picnic • Dinner Time • Soup’s On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
P-SE 5b 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.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
P-SE 5c Expresses feelings, needs, and opinions in conflict situations.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 7, Pg. 249 Friendship
P-SE 5d 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.	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 7, Pg. 249 Friendship
Emotional Functioning		
P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.		
P-SE 6a Recognizes and labels basic emotions in books or photographs.	<ul style="list-style-type: none"> • Musical Mayhem • Find Me 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Find the Ball • Feelings Poster

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others <i>continued</i>.		
P-SE 6b Uses words to describe own feelings.	<ul style="list-style-type: none"> • Lost and Found • Marmot's Basket • Musical Mayhem • Find Me 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy
P-SE 6c Uses words to describe the feelings of adults or other children.	<ul style="list-style-type: none"> • Find Me! • Lost and Found 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
P-SE 7 Child expresses care and concern toward others.		
P-SE 7a Makes empathetic statements to adults or other children.	<ul style="list-style-type: none"> • Find Me! • It's Not Fair! • Do I Have To? • Lost and Found • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 140 Grumble, Talk, or Screech Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners
P-SE 7b Offers support to adults or other children who are distressed.	Social-emotional videos model conversations and discussions between various characters as they listen and respond to each other.	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 17 Listening Song • Unit 1, Pg. 32 Train My Brain: Determination • Unit 2, Pg. 206 Good Friends, Good Listeners
P-SE 8 Child manages emotions with increasing independence.		
P-SE 8a Expresses feelings in ways that are appropriate to the situation.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Grandpa's Great Athlete; Bad News Shoes; Movin' to the Music Time • Squirrel's Sketches • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 288 Journals: My Family
P-SE 8b Looks for adult assistance when emotions are most intense.	Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are Do I Have To? and It's Not Fair.	

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SE 8 Child manages emotions with increasing independence <i>continued</i>.		
P-SE 8c 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."	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Sense of Identity and Belonging		
P-SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.		
P-SE 9a Describes self using several different characteristics.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles
P-SE 9b Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • My Name Is Squirrel 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
P-SE 10 Child expresses confidence in own skills and positive feelings about self.		
P-SE 10a Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Mama's Melody • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
P-SE 10b Expresses own ideas or beliefs in group contexts or in interactions with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SE 10 Child expresses confidence in own skills and positive feelings about self <i>continued</i>.		
P-SE 10c Uses positive words to describe self, such as kind or hard-worker.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together
P-SE 11 Child has sense of belonging to family, community, and other groups.		
P-SE 11a Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	<ul style="list-style-type: none"> • Sing Around the World Songs • Books: The Story Cloth; Treasures From the Loom; Lorenzo's Llama; Duc Tho Le's Birthday Present; Moving Day; Yangshi's Perimeter 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival
P-SE 11b Relates personal stories about being a part of different groups.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Good Playing Rules
P-SE 11c Identifies similarities and differences about self across familiar environments and settings.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Good Playing Rules

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
LANGUAGE AND COMMUNICATION		
Attending and Understanding		
P-LC 1 Child attends to communication and language from others.		
P-LC 1a Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
P-LC 1b Shows ongoing connection to a conversation, group discussion, or presentation.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules as they develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
P-LC 2 Child understands and responds to increasingly complex communication and language from others.		
P-LC 2a Shows an ability to recall (in order) multiple step directions.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal
P-LC 2b 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"> • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Unit 4, Pg. 13 We’re All Happy
P-LC 2c Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.	<ul style="list-style-type: none"> • Lost and Found • Marmot’s Basket • Musical Mayhem • Find Me 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Find the Ball

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-LC 2 Child understands and responds to increasingly complex communication and language from others <i>continued</i>.		
P-LC 2d Shows an understanding of talk related to the past or future	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 4, Pg. 13 We're All Happy
P-LC 2e 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. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	<ul style="list-style-type: none"> • Lost and Found • Marmot's Basket • Musical Mayhem • Find Me 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Find the Ball
Communicating and Speaking		
P-LC 3 Child varies the amount of information provided to meet the demands of the situation.		
P-LC 3a 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"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introducing Journals • Journal Prompts • Unit 3, Pg. 318 Growing Into a Good Audience
P-LC 3b Uses language, spoken or sign, to clarify a word or statement when misunderstood.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introducing Journals • Journal Prompts • Unit 3, Pg. 318 Growing Into a Good Audience
P-LC 3c Children who are DLLs may switch between their languages.	Social-emotional videos model conversations and discussions between various characters who speak clearly and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-LC 4 Child understands, follows, and uses appropriate social and conversational rules.		
<p>P-LC 4a 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.</p>	<ul style="list-style-type: none"> • Find Me! • It's Not Fair! • Do I Have To? • Lost and Found • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 140 Grumble, Talk, or Screech Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners
<p>P-LC 4b 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</p>	<ul style="list-style-type: none"> • Find Me! • It's Not Fair! • Do I Have To? • Lost and Found • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 140 Grumble, Talk, or Screech Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners
P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways.		
<p>P-LC 5a 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.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
<p>P-LC 5b Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</p>	<p>Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
<p>P-LC 5c 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.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
Vocabulary		
P-LC 6 Child understands and uses a wide variety of words for a variety of purposes.		
P-LC 6a Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Journal Activities • Dramatic Play Activities • Center Activities
P-LC 6b Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	Social-emotional videos model conversations and discussions between various characters who speak clearly and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
P-LC 6c 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.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
P-LC 6d With support, forms guesses about the meaning of new words from context clues.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales and Stories • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
P-LC 7 Child shows understanding of word categories and relationships among words.		
P-LC 7a Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Rhyming Words (See titles at end of document.)	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Nursery Rhymes

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-LC 7 Child shows understanding of word categories and relationships among words <i>continued</i>.		
<p>P-LC 7b Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Journal Activities • Dramatic Play Activities • Center Activities
<p>P-LC 7c Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Dramatic Play Activities • Story Time Activities
<p>P-LC 7d Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Journal Activities • Dramatic Play Activities • Center Activities
<p>P-LC 7e Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”</p>	<p>Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are Do I Have To? and It’s Not Fair.</p>	

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
LITERACY		
Phonological Awareness		
P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound.		
<p>P-LIT 1a Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Rhyming Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Nursery Rhymes
<p>P-LIT 1b Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds • Letter Sound Practice 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds
<p>P-LIT 1c 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?”</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds • Letter Sound Practice 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
Print and Alphabet Knowledge		
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).		
P-LIT 2a Understands that print is organized differently for different purposes, such as a note, list, or storybook.	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print.	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
P-LIT 2b Understands that written words are made up of a group of individual letters.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
P-LIT 2c Begins to point to single syllable words while reading simple, memorized texts.	<ul style="list-style-type: none"> • Syllable • Syllable Safari 	<ul style="list-style-type: none"> • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/
P-LIT 2d Identifies book parts and features, such as the front, back, title, and author.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters.		
P-LIT 3a Names 18 upper- and 15 lower-case letters.	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
P-LIT 3b Knows the sounds associated with several letters.	<ul style="list-style-type: none"> • Letter Sound Songs • Name That Sound • Letter Sound Practice • Name That Letter Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /t/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds
Comprehension and Text Structure		
P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling.		
P-LIT 4a 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"> • Read-Along Books • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Look at Details 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling <i>continued</i>.		
<p>P-LIT 4b Tells fictional or personal stories using a sequence of at least 2–3 connected events.</p>	<ul style="list-style-type: none"> • Read With Me Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
<p>P-LIT 4c Identifies characters and main events in books and stories.</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
P-LIT 5 Child asks and answers questions about a book that was read aloud.		
<p>P-LIT 5a 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.”</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
<p>P-LIT 5b 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</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-LIT 5 Child asks and answers questions about a book that was read aloud <i>continued</i>.		
P-LIT 5c 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"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Writing		
P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.		
P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words
P-LIT 6b Shows an interest in copying simple words posted in the classroom.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words
P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks <i>continued</i>.		
P-LIT 6d Writes first name correctly or close to correctly.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Name Game 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words
P-LIT 6e 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.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip
MATHEMATICS DEVELOPMENT		
Counting and Cardinality		
P-MATH 1 Child knows number names and the count sequence.		
P-MATH 1 Counts verbally or signs to at least 20 by ones.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Counting • Order Numbers • Number Instruction • Counting Puzzle 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle
P-MATH 2 Child recognizes the number of objects in a small set.		
P-MATH 2 Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	<ul style="list-style-type: none"> • Moving Target • Bug Fun 	<ul style="list-style-type: none"> • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-MATH 3 Child understands the relationship between numbers and quantities.		
<p>P-MATH 3a 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.</p>	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • One-to-one Correspondence • Number Counting • Order Numbers • Number Instruction • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle
<p>P-MATH 3b Counts and answers “How many?” questions for approximately 10 objects.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Books • Number Instruction • Number Counting • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
<p>P-MATH 3c Accurately counts as many as 5 objects in a scattered configuration.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Books • Number Instruction • Number Counting • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
<p>P-MATH 3d Understands that each successive number name refers to a quantity that is one larger.</p>	<ul style="list-style-type: none"> • Number Instruction • One-to-One Correspondence • Make and Count Groups 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-MATH 3 Child understands the relationship between numbers and quantities <i>continued</i>.		
<p>P-MATH 3e Understands that the last number said represents the number of objects in a set.</p>	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • One-to-one Correspondence • Number Counting • Order Numbers • Number Instruction • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle
P-MATH 4 Child compares numbers.		
<p>P-MATH 4a 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.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Books: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10
<p>P-MATH 4b Identifies and uses numbers related to order or position from first to tenth.</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
P-MATH 5 Child associates a quantity with written numerals up to 5 and begins to write numbers.		
<p>P-MATH 5a Associates a number of objects with a written numeral 0-5.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Books • Number Instruction • Number Counting • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
<p>P-MATH 5b Recognizes and, with support, writes some numerals up to 10</p>	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • Number Instruction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
Operations and Algebraic Thinking		
P-MATH 6 Child understands addition as adding to and understands subtraction as taking away from.		
<p>P-MATH 6a Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</p>	<ul style="list-style-type: none"> • Songs: Bee Happy Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars • Books: Five Delicious Muffins • Make and Count Groups • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups 	<ul style="list-style-type: none"> • Unit 5, Pg. 210 Counting to 8 in Relation to 5 • Unit 6, pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, pg. 247 How Many Are Hiding?
<p>P-MATH 6b Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</p>	<ul style="list-style-type: none"> • Songs: Bee Happy Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars • Books: Five Delicious Muffins • Make and Count Groups • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups 	<ul style="list-style-type: none"> • Unit 5, Pg. 210 Counting to 8 in Relation to 5 • Unit 6, pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, pg. 247 How Many Are Hiding?
<p>P-MATH 6c 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). When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three...two!” (keeping track with fingers).</p>	<ul style="list-style-type: none"> • Songs: Bee Happy Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars • Books: Five Delicious Muffins • Make and Count Groups • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups 	<ul style="list-style-type: none"> • Unit 5, Pg. 210 Counting to 8 in Relation to 5 • Unit 6, pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, pg. 247 How Many Are Hiding?

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-MATH 7 Child understands simple patterns.		
P-MATH 7a Fills in missing elements of simple patterns.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
P-MATH 7b 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"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
P-MATH 7c 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"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
Measurement		
P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.		
P-MATH 8a Measures using the same unit, such as putting together snap cubes to see how tall a book is.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Space Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 28 Classroom Block Play

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons <i>continued</i>.		
P-MATH 8b Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry • Books: Buttons, Buttons • Sort • Order Size • Big and Little • Short and Tall • Heavy and Light 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 7, Pg. 205 Healthy Eating
P-MATH 8c Uses comparative language, such as shortest, heavier, or biggest.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
Geometry and Spatial Sense		
P-MATH 9 Child identifies, describes, compares, and composes shapes.		
P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Space Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 28 Classroom Block Play

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-MATH 9 Child identifies, describes, compares, and composes shapes <i>continued</i>.		
<p>P-MATH 9b Correctly names basic shapes regardless of size and orientation.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Space Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 28 Classroom Block Play
<p>P-MATH 9c 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.</p>	<ul style="list-style-type: none"> • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 330 Circle Party • Unit 3, Pg. 348 Friday Story: The Perfect Square • Unit 3, Pg. 367 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
<p>P-MATH 9d Creates and builds shapes from components</p>	<ul style="list-style-type: none"> • Tangrams 	<p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Pattern Block Puzzles
P-MATH 10 Child explores the positions of objects in space.		
<p>P-MATH 10a Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.</p>	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Books: Up in the Air • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-MATH 10 Child explores the positions of objects in space <i>continued</i>.		
<p>P-MATH 10b Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</p>	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Books: Up in the Air • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
SCIENTIFIC REASONING		
Scientific Inquiry		
P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).		
<p>P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method; The Five Senses • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation
<p>P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Tools • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold?
<p>P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Tools • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold?

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events) <i>continued</i>.		
P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Books: Milton's Mittens; One More Cat • Science Tools • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?
P-SCI 2 Child engages in scientific talk.		
P-SCI 2a 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"> • Songs: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 1, Pg. 110 Plan, Do, Review
P-SCI 2b 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"> • Songs: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 1, Pg. 110 Plan, Do, Review
P-SCI 3 Child compares and categorizes observable phenomenon.		
P-SCI 3a 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"> • Songs: The Scientific Method • Books: Milton's Mittens; One More Cat • Science Tools • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?
P-SCI 3b 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"> • Songs: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 1, Pg. 110 Plan, Do, Review

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
Reasoning and Problem-Solving		
P-SCI 4 Child asks a question, gathers information, and makes predictions		
<p>P-SCI 4a 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?”.</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold? • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6. Pg. 120 Journal Prompt: A Problem I Solved
<p>P-SCI 4b Gathers information about a question by looking at books or discussing prior knowledge and observations</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Science Tools • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
<p>P-SCI 4c 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”.</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SCI 5: Child plans and conducts investigations and experiments.		
P-SCI 5a Articulates steps to be taken and lists materials needed for an investigation or experiment.	<ul style="list-style-type: none"> • Experiment 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
P-SCI 5b 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"> • Science Observation: From Egg to Chick • Calendar/Graph Weather • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
P-SCI 5c 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"> • Songs: The Scientific Method • Science Observation: From Egg to Chick • Science Investigation • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
P-SCI 6 Child analyzes results, draws conclusions, and communicates results.		
P-SCI 6a Analyzes and interprets data and summarizes results of investigation.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Observation: From Egg to Chick • Science Investigation • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
P-SCI 6b Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	<ul style="list-style-type: none"> • Science Observation: From Egg to Chick • Science Investigation • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-SCI 6 Child analyzes results, draws conclusions, and communicates results <i>continued</i>.		
<p>P-SCI 6c 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.</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 1, Pg. 110 Plan, Do, Review
<p>P-SCI 6d 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</p>	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals • Birds • Fish • Amphibians • Reptiles • Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 4, Pg. 118 Raising Tadpoles • Unit 5, Pg. 142 What Makes a Reptile?

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Gross Motor		
P-PMP 1 Child demonstrates control, strength, and coordination of large muscles.		
<p>P-PMP 1a Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</p>	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course
<p>P-PMP 1b Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music</p>		<ul style="list-style-type: none"> • Unit 1, pg. 143 Builders and Bulldozers • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 6, pg. 122 Obstacle Course <p><i>Family Resources in English or Spanish</i></p> <ul style="list-style-type: none"> • Yoga Booklet
<p>P-PMP 1c Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag</p>	<p>Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people.		
P-PMP 2a Demonstrates awareness of own body and other people's space during interactions.		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 238 Surfing the Waves <p><i>Family Resources in English or Spanish</i></p> <ul style="list-style-type: none"> • Hi! Notes • Personal Space Circle
P-PMP 2b 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"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 7, Pg. 238 Surfing the Waves
P-PMP 2c 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"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 122 Obstacle Course
P-PMP 2d Changes directions when moving with little difficulty		<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 122 Obstacle Course

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
Fine Motor		
P-PMP 3 Child demonstrates control, strength, and coordination of small muscles.		
<p>P-PMP 3a Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, pg. 114 Snip, Snip, Cut • Unit 2, pg. 254 Polly Put the Kettle On • Unit 3, pg. 314 Cutting Shapes
<p>P-PMP 3b Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching
<p>P-PMP 3c Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Read and Write Number Activities • Capital Letter Introductions • Lowercase Letter Introductions
Health, Safety, and Nutrition		
P-PMP 4 Child demonstrates personal hygiene and self-care skills.		
<p>P-PMP 4a Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</p>	<ul style="list-style-type: none"> • Books: The Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 108 Exercise Makes Me Better
<p>P-PMP 4b Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed</p>	<ul style="list-style-type: none"> • Songs: Health • Books: The Germs; We All Exercise • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 3, Pg. 319 Plant Part Salad • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 7, Pg. 205 Healthy Eating

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits.		
P-PMP 5a Identifies a variety of healthy and unhealthy foods.	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
P-PMP 5b Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
P-PMP 5c Moderates food consumption based on awareness of own hunger and fullness.	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.		
P-PMP 6a Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.		<ul style="list-style-type: none"> • Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 3, Pg. 337 Emergency! • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids

Head Start Outcomes	Waterford Digital Activities	Waterford Resources
P-PMP 6 Child demonstrates knowledge of personal safety practices and routines <i>continued</i>.		
P-PMP 6b Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.		<ul style="list-style-type: none"> • Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 3, Pg. 337 Emergency! • Unit 3, Pg. 373 Trusted Adults • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids

Pre-Reading

Sing a Rhyme Songs & Books

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

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

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

Early Readable Books

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

Basic Reading

Traditional Tales & Stories

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

Informational Books

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

Readable Books

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

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

Fluent Reading

Read-Along Books

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

Informational Books

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

Readable Books

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

Readable Story Sentences

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



Support

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

Pre-Math and Science

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

Basic Math and Science

Math and Science Books

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

Fluent Math and Science

Math and Science Books

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



Support

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

Research-Driven Development

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

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

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

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

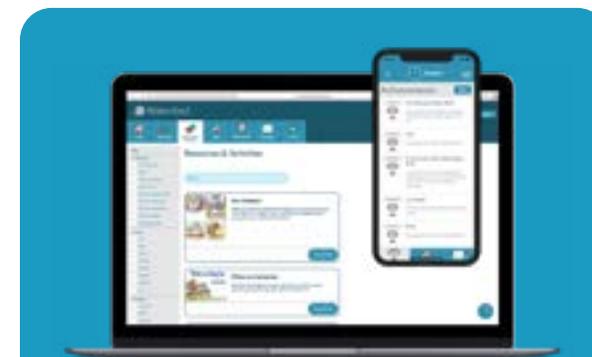
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

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).