Waterford.org

Alignment
February 2026

100%
Aligned

Waterford Upstart

California Preschool Learning Foundations 2024

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

This document provides a detailed alignment of **Waterford Early Learning** to **California Preschool Learning Foundations 2024.**

Alignment Description

This document aligns California Preschool Learning Foundations 2024 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**.

- **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**.

Table of Contents

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Approaches to Learning		
Strand: 1.0 — Motivation to Learn		
Curiosity and Interest		
Foundation 1.1 Curiosity and Interest		
PTKLF.ATL.1.1 Express interest in a broader range of familiar and new objects, people, and activities by exploring more extensively with their senses, describing their observations in greater detail, and asking more detailed questions.	• Songs: Five Senses; The Scientific Method • Books: I Want to Be a Scientist Like: Jane Goodall; Wilbur and Orville Wright; George Washington Carver;I Wish I Had Ears Like a Bat; Fawn Eyes • Science Investigation • Magnets • Clubhouse • Marmot's Basket • Sight • Hearing • Touch • Smell • Taste • Science Investigation • Science Observation: From Egg to Chick	• Role Play • What Would You Do? • Find the Ball
Initiative		
Foundation 1.2 Initiative		
PTKLF.ATL.1.2 Demonstrate initiative by starting activities (such as detailed and more complex play scenarios), initiating social interactions (such as helping others) more often, and seeking solutions to problems more persistently.	• Pretend Play	• Role Play • What Would You Do?

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Engagement		
Foundation 1.3 Engagement		
PTKLF.ATL.1.3 Actively engage by focusing and concentrating on activities for longer periods of time with less adult support.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity that can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	
Perseverance		
Foundation 1.4 Persisting Despite Difficulties		
PTKLF.ATL.1.4 Demonstrate persistence for longer periods of time when engaging in an activity despite encountering setbacks or boredom. More consistently cope with emotions that arise (for instance, frustration, anger, sadness, excitement) and can continue engaging in an activity with less adult support.	Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	
Strand: 2.0 — Executive Functioning		
Working Memory		
Foundation 2.1 Working Memory		
PTKLF.ATL.2.1 Hold approximately two to three pieces of information in their mind for longer periods of time and use the knowledge to guide behavior when engaging in multistep tasks and more complex play, with less adult support.	While interacting with Waterford, children listen to and follow multi-step directions.	

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Inhibitory Control		
Foundation 2.2 Managing Impulsive Behaviors		
PTKLF.ATL.2.2 Manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with less adult support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
Foundation 2.3 Managing Attention and Distractions		
PTKLF.ATL.2.3 Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities with less adult support.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Flexibility		
Foundation 2.4 Flexibility		
PTKLF.ATL.2.4 More consistently shift behavior and think about things in a new way, with less adult support	• Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present • Do I Have To? • It's Not Fair • Boo Hoo Baby • Science Investigation	
Strand: 3.0 — Goal-Directed Learning		
Problem-Solving		
Foundation 3.1 Planning		
PTKLF.ATL.3.1 Demonstrate ability to set and carry out more complex plans (for example, two- to three step plans and goals), with less adult support.	• Books: Milton's Mittens • Lost and Found • Marmot's Basket	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 3.2 Reflecting and Analyzing		
PTKLF.ATL.3.2 Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with less adult support.	• Songs: Problem Solving • Books: Milton's Mittens	• Role Play • Waiting Game
Collaborative Effort		
Foundation 3.3 Problem-Solving Together		
PTKLF.ATL.3.3 Engage in extended collaborative problem solving during play and learning activities. Communicate with peers about how to solve a problem and help peers when needed.	• Songs: Problem Solving • Books: Milton's Mittens	• Role Play • Waiting Game
Foundation 3.4 Understanding Others		
PTKLF.ATL.3.4 Demonstrate understanding and explain that others can have different approaches and preferences and more consistently accept others' approaches and preferences, with less adult support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
SOCIAL-EMOTIONAL DEVELOPMENT		
Strand — 1.0 Self		
Self-Awareness		
Foundation 1.1 Self-Identity		
PTKLF.SEL.1.1 Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).	• Books: Mine; José Three; Ooey, Gooey Mud; My Reptile Hospital • Perfect Present • Squirrel's Sketches • Come Inside • My Family	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 1.2 Confidence in Abilities		
PTKLF.SEL.1.2 Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
Emotional Knowledge		
Foundation 1.3 Understanding Emotions in Self and Others		
PTKLF.SEL.1.3 Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.	• Books: Thump, Bump!; The Noise in the Night; Mine • Do I Have To? • It's Not Fair! • Lost and Found • My Family • Soup's On! • Broken Lamp • Baby's Ball	• Emotion Cards • Guess How I'm Feeling • Panda and Tornado
Regulating Emotions and Behaviors		
Foundation 1.4 Regulating Emotions, Behaviors, and Stress		
PTKLF.SEL.1.4 Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.	• Books: Thump, Bump!; The Noise in the Night; Mine • Do I Have To? • It's Not Fair! • Lost and Found • My Family • Soup's On! • Broken Lamp • Baby's Ball	• Emotion Cards • Guess How I'm Feeling • Panda and Tornado
Foundation 1.5 Managing Routines and Transitions		
PTKLF.SEL.1.5 Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.	• Party Time • Soup's On!	• Good Playing Rules • Teaching Children Manners

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Social Awareness		
Foundation 1.6 Awareness of Similarities and Differences Across People		
PTKLF.SEL.1.6 Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.	• Books: Seeing Fingers; In the Rain; Noise? What Noise?; David Next Door; Moving Day	
Foundation 1.7 Understanding Other People's Thoughts, Behaviors, and Experiences		
PTKLF.SEL.1.7 Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.	• Books: Seeing Fingers; In the Rain; Noise? What Noise?; David Next Door; Moving Day	
Foundation 1.8 Empathy and Caring		
PTKLF.SEL.1.8 Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.	• Boo Hoo Baby • Baby's Ball • Squirrel's Blocks • Musical Mayhem	
Strand — 2.0 Interactions and Relationships with Adults		
Interactions with Adults		
Foundation 2.1 Reciprocal Interactions with Adults		
PTKLF.SEL.2.1 Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).	• Find Me! • Where's Papa? • Do I Have To? • It's Not Fair!	• Role Play • What Would You Do?

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Attachment		
Foundation 2.2 Seeking Security and Support		
PTKLF.SEL.2.2 Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	• Lost and Found • Squirrel's Blocks • Lost Dinosaur • Find Me! • It's Not Fair! • Do I Have To?	
Foundation 2.3 Coping with Departures		
PTKLF.SEL.2.3 Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	• Family Mindset Activities
Relationships with Adults		
Foundation 2.4 Relationships with Adults		
PTKLF.SEL.2.4 Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
Strand — 3.0 Interactions and Relationships with Peers		
Interactions with Peers		
Foundation 3.1 Interacting and Cooperating with Peers		
PTKLF.SEL.3.1 More actively and intentionally interact and cooperate with peers in daily learning and play activities.	• Clubhouse • Marmot's Basket • Pretend Play	• Good Playing Rules

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 3.2 Conflict Resolution with Peers		
PTKLF.SEL.3.2 Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Equitable Social Interactions		
Foundation 3.3 Fairness and Respect		
PTKLF.SEL.3.3 More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
Relationships with Peers		
Foundation 3.4 Developing Friendships		
PTKLF.SEL.3.4 Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts.	• Books: Friends; Can We Still Be Friends? • Clubhouse • Pretend Play	• This Belongs to a Friend • How to Listen Like a Friend
Language and Literacy-Foundational Language Development		
Strand — 1.0 Listening and Speaking		
Vocabulary		
Foundation 1.1 Understanding and Using Vocabulary		
PTKLF.LLFL.1.1 Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories.	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.	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 1.2 Understanding and Using Words for Categories		
PTKLF.LLFL.1.2 Understand and use increasingly specific vocabulary to describe categories and the relationships within them.	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.	
Foundation 1.3 Understanding and Using Size and Location Words		
PTKLF.LLFL.1.3 Understand and use increasingly specific words to describe and compare the size and location of objects (such as "longer" and "between").	• Songs: Get Over the Bugs; Position Cat; Monster Trucks • Books: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Top, Beside, and Bottom • Above, Below, Next to, On • First, Middle, Last	
Grammar		
Foundation 1.4 Using Grammatical Features and Sentence Structure		
PTKLF.LLFL.1.4 Use both common and less common word forms and sentence forms to express complex thoughts and ideas.	• Songs: What Is a Sentence? • Sentences	
Language Use		
Foundation 1.5 Asking Questions		
PTKLF.LLFL.1.5 Use questions and follow-up questions to seek information and to clarify and confirm understanding.	• 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 • Ask a Question • Build Knowledge	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 1.6 Constructing Narratives		
PTKLF.LLFL.1.6 Use language to construct real or fictional extended narratives that have several details or a plotline.	• Making Connections • Step Into the Story	
Foundation 1.7 Sharing Explanations and Opinions		
PTKLF.LLFL.1.7 Share detailed descriptions, opinions, and explanations.	• Books: I Hate Peas; Ooey, Gooey Mud • It's Not Fair! • Do I Have To? • Perfect Present • Soup's On!	
Foundation 1.8 Participating in Conversations		
PTKLF.LLFL.1.8 Participate in increasingly long and complex back-and-forth conversations with adults and peers. Respond on topic across several turns in the conversation.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	
Strand: 2.0 Foundational Literacy Skills		
Phonological Awareness*		
Foundation 2.1 Isolating Initial Sounds		
PTKLF.LLFL.2.1 Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects.	• Initial Sound • Right Initial Sound	
Foundation 2.2 Recognizing and Blending Sounds		
PTKLF.LLFL.2.2 When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects.	• Syllable • Syllable Safari • Blend Spoken Syllables	• Waterford Upstart Activity Book, Pg. 37 - 40

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 2.3 Participating in Rhyming and Wordplay		
PTKLF.LLFL.2.3 Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words.	• Sing a Rhyme Songs/Books (See titles at end of document) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words	
Alphabetics and Print		
Foundation 2.4 Identifying Letters		
PTKLF.LLFL.2.4 Match many letter names to their printed form. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match most (about 15 to 20) uppercase letter names and approximately half (about 12 to 16) of the lowercase letter names to their printed form.	• ABC Song • Letter Pictures • Name That Letter • Hidden Letters • Name Game • Letter Checker • Find the Letter	
Foundation 2.5 Learning Letter–Sound Correspondence		
PTKLF.LLFL.2.5 Accurately identify or produce sounds associated with several letters or common characters with adult support. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, accurately identify or produce sounds associated with about half of the letters.	• Sound Song • Letter Sound • Letter Sound Screening • Name That Letter Sound • Sound Room	• Waterford Upstart Activity Book, Pg. 35 - 36

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Concepts About Print		
Foundation 2.6 Understanding the Concept of Print		
PTKLF.LLFL.2.6 Identify the meaning of a few instances of familiar print in the environment.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Early Readable Books (See titles at end of document.) • Words in Your World	
Foundation 2.7 Understanding Print Conventions		
PTKLF.LLFL.2.7 Display increasingly sophisticated bookhandling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print.	All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	
Strand 3.0 — Reading		
Literacy Interest and Response		
Foundation 3.1 Demonstrating Interest in Literacy Activities		
PTKLF.LLFL.3.1 Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Early Readable Books (See titles at end of document.)	

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Comprehension and Analysis of Age-Appropriate Text		
Foundation 3.2 Understanding Stories		
PTKLF.LLFL.3.2 Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked.	• Compare Characters • Describe Characters • Peek at the Story • Sum Up: Remember Order • Sum Up: Five Ws • Find an Answer	
Foundation 3.3 Understanding Informational Text		
PTKLF.LLFL.3.3 Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.	• Informational Books (See titles at end of document.)	
Strand 4.0 — Writing		
Writing Skills		
Foundation 4.1 Developing Fine Motor Skills in Writing		
PTKLF.LLFL.4.1 Adjust grasp and body position for increased control in drawing and writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Writing as Communication		
Foundation 4.2 Writing to Represent Sounds		
PTKLF.LLFL.4.2 Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds.	• Dots, Lines, and Circles • Letter Pictures • Letter Trace	
Foundation 4.3 Dictating Thoughts and Ideas to Be Conveyed in Writing		
PTKLF.LLFL.4.3 Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.	• Letters Make Words • Words Tell About the Pictures • Print Concepts	

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 4.4 Writing to Represent Words or Ideas		
PTKLF.LLFL.4.4 Write a few recognizable letters or characters to represent words or ideas.	• Dots, Lines, and Circles • Letter Pictures • Letter Trace	
Foundation 4.5 Writing Own Name		
PTKLF.LLFL.4.5 Write own name nearly correctly.	• Letter Trace • Name Game	

Language and Literacy-English Language Development

Strand — 1.0 Listening and Speaking

Vocabulary

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 1.1 Understanding Words		
PTKLF.LLEL.1.1 Demonstrate understanding of a larger set of words in English (for example, objects and actions, personal pronouns, possessives, and descriptive terms) in interactions with adults and peers.	• Songs: Nouns; Verbs; Adjectives Describe; Pronouns; Position Cat; Monster Trucks; Get Over the Bugs • Books: Up in the Air • Nouns • Verbs • Adjectives • First, Middle, Last • Top, Beside, and Bottom • Inside, Outside, Between • Over, Under, and Through • Above, Below, Next to, On	
Foundation 1.2. Using Words		
PTKLF.LLEL.1.2 Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Grammar		
Foundation 1.3 Using Grammatical Features		
PTKLF.LLEL.1.3 Broaden the use of English grammatical rules, such as irregular plurals or simple past tense verbs, sometimes with inaccuracies.	• Songs: What Is a Sentence?; Nouns; More Than One; Verbs; It Happened Yesterday; Pronouns • Sentences • Nouns • Plural Nouns • Verbs • Past Tense Verbs • Pronouns	
Foundation 1.4 Using Complex Sentence Structures		
PTKLF.LLEL.1.4 Use a variety of English grammatical forms, with some inaccuracies, to produce many different types of sentence structures. Grammatical forms can include adding appropriate possessive pronouns (for example, your, my); conjunctions (for example, and, or); and other elements (for example, adjectives, adverbs.)	• Songs: What Is a Sentence? • Sentences	
Language Use		
Foundation 1.5 Communicating Needs		
PTKLF.LLEL.1.5 Show increasing reliance on verbal communication in English to be understood by English speakers.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning	
Foundation 1.6 Understanding Requests and Directions		
PTKLF.LLEL.1.6 Follow directions that involve more than one step, relying less on contextual clues.	While interacting with Waterford, children listen to and follow multi-step directions.	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 1.7 Asking Questions		
PTKLF.LLEL.1.7 Use "who," "what," "why," "how," "when," and "where" to produce questions in many forms to ask about a variety of topics in English.	• Books: Who Is at the Door? • Sum Up: Five Ws • Ask a Question • Science Investigation	
Foundation 1.8 Constructing Narratives		
PTKLF.LLEL.1.8 Construct real or fictional narratives by stringing together sentences with varied structures in English.	• Making Connections • Step Into the Story	
Foundation 1.9 Sharing Explanations and Opinions		
PTKLF.LLEL.1.9 Use varied sentence structures to share descriptions, opinions, and explanations.	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	
Foundation 1.10 Participating in Conversations		
PTKLF.LLEL.1.10 Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	
Strand — 2.0 Foundational Literacy Skills		
Phonological Awareness		
Foundation 2.1 Recognizing and Segmenting Sounds		
PTKLF.LLEL.2.1 Isolate and pronounce the first sound of a word in English, with adult support or the support of pictures or objects.	• Initial Sound • Right Initial Sound	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 2.2 Recognizing and Blending Sounds		
PTKLF.LLEL.2.2 When presented with syllables and individual sounds, blend them into English words in speech, with adult support or the support of pictures or objects.	• Syllable • Syllable Safari • Blended Spoken Syllable	
Foundation 2.3 Participating in Rhyming and Wordplay		
PTKLF.LLEL.2.3 Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English.	• Sing a Rhyme Songs/Books (See titles at end of document) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words	
Alphabetics and Print		
Foundation 2.4 Recognizing and Identifying Letters		
PTKLF.LLEL.2.4 Accurately identify many uppercase and some lowercase letters of the alphabet in English.	• ABC Song • Letter Pictures • Name That Letter • Hidden Letters • Name Game • Letter Checker • Find the Letter	
Foundation 2.5 Learning Letter–Sound Correspondence		
PTKLF.LLEL.2.5 Accurately identify or produce the sounds of a few letters of the English alphabet (about 5–10), with adult support.	• Sound Song • Letter Sound • Letter Sound Screening • Name That Letter Sound • Sound Room	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Concepts About Print		
Foundation 2.6 Understanding the Concept of Print		
PTKLF.LLEL.2.6 Demonstrate awareness of English print as something that can be read and has specific meaning.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	
Foundation 2.7 Understanding Print Conventions		
PTKLF.LLEL.2.7 Demonstrate understanding that print in English is organized from left to right, top to bottom and that pages are turned from right to left when a book is read.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	
Strand 3.0 — Reading		
Literacy Interest and Response		
Foundation 3.1 Demonstrating Interest in Literacy Activities		
PTKLF.LLEL.3.1 Demonstrate interest in and engagement with English language literacy activities with increasing independence.	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	
Foundation 3.2 Participating in Read-Aloud Activities		
PTKLF.LLEL.3.2 Engage in read-aloud activities with English language books and communicate about the content of the books.	• Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books • Early Readable Books (See titles at end of document.)	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Comprehension and Analysis of Age-Appropriate Text		
Foundation 3.3 Understanding Stories		
PTKLF.LLEL.3.3 Demonstrate understanding of major characters and events in an English-language story, including details that are conveyed only through the words of the story, after experiencing it for the first time.	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	
Foundation 3.4 Understanding Informational Text		
PTKLF.LLEL.3.4 Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it for the first time. Ways the child may demonstrate understanding include asking or answering questions	• Informational Books (See titles at end of document.)	
Strand 4.0 — Writing		
Writing Skills		
Writing as Communication		
Foundation 4.1 Writing to Represent Words or Ideas		
PTKLF.LLEL.4.1 Write a few recognizable letters to represent words and ideas in English independently.	• Dots, Lines, and Circles • Letter Pictures • Letter Trace	
Foundation 4.2 Writing Own Name		
PTKLF.LLEL.4.2 Write their first name independently in the English alphabet nearly correctly.	• Letter Trace • Name Game	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Mathematics		
Strand 1.0 — Counting and Cardinality		
Counting Principles		
Foundation 1.1 Reciting Numbers		
PTKLF.Math.1.1 Recite numbers in order from one to thirty with no more than a few errors. Count forward from a number other than one.	• Number Songs • Counting Songs • Number Instruction • Order Numbers	• Waterford Upstart Activity Book, Pg. 45 and 47
Foundation 1.2 One-to-One Correspondence		
PTKLF.Math.1.2 Count ten objects or more using one-to-one correspondence (one object for each number word).	• Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence	
Foundation 1.3 Cardinality		
PTKLF.Math.1.3 Consistently demonstrate understanding when counting that the number name of the last object counted represents the total number of objects in the group.	• Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence	
Recognizing Quantities		
Foundation 1.4 Subitize		
PTKLF.Math.1.4 Identify without counting the number of objects in a collection of one to five objects.	• Moving Target (Dots) • Make and Count Groups • Match Numbers	• Waterford Upstart Activity Book, Pg. 46 and 48

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Numeral Recognition		
Foundation 1.5 Numeral Recognition		
PTKLF.Math.1.5 Recognize and name all written numerals through 10.	• Math Books (See titles at end of document.) • Number Instruction • Number Practice • Match Numbers	• Waterford Upstart Activity Book, Pg. 45 and 47
Number Relationships		
Foundation 1.6 Number Comparison		
PTKLF.Math.1.6 Compare two groups of objects by counting and communicating, "more," "same," "less," or "fewer."	• Songs: Greater Than, Less Than; More Than, Fewer Than • Books: For the Birds • More Than, Less Than • More Than, Fewer Than	
Strand: 2.0 — Operations and Algebraic Thinking		
Number Operations		
Foundation 2.1 Principles of Addition and Subtraction		
PTKLF.Math.2.1 Demonstrate understanding that adding one or taking away one object changes the number in a small group of objects by exactly one.	• Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 2.2 Number Composition and Decomposition		
PTKLF.Math.2.2 Decompose a set of objects into two small sets in more than one way (for example, decompose 5 into sets of 3 and 2, or 1 and 4). Combine two small sets to create a larger set (for example, 3 and 2 to make a set of 5).	• Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Add Groups • Subtract Groups	
Foundation 2.3 Solving Addition and Subtraction Problems		
PTKLF.Math.2.3 Solve addition and subtraction problems with a larger number of objects (sums up to 10) in the context of everyday situations.	• Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction	
Foundation 2.4 Sharing Objects (Division)		
PTKLF.Math.2.4 Share a slightly larger number of objects equally between two or more recipients (for example, nine objects among three recipients).	• Songs: Bakery Subtraction; Circus Subtraction; Half for You and Half for Me • Subtraction • Subtract Groups • Equal-part	
Classifying and Patterning		
Foundation 2.5 Sorting and Classifying		
PTKLF.Math.2.5 Sort and classify objects by one or more attributes into two or more groups with accuracy and flexibility. When sorting by two attributes, a child may first sort by one attribute and then by the second attribute.	• Songs: All Sort of Laundry • Books: Buttons, Buttons • Sort • Equal Parts	• Waterford Upstart Activity Book, Pg. 61

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 2.6 Recognizing, Duplicating, and Extending Patterns		
PTKLF.Math.2.6 Explore, extend, and duplicate a variety of repeating patterns (for example, AABBAABB, ABCABC) with adult support. Describe the repeating part of a pattern (pattern unit).	• Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC	• Waterford Upstart Activity Book, Pg. 49 and 51
Foundation 2.7 Creating Patterns		
PTKLF.Math.2.7 Create a variety of repeating patterns (for example, AABBAABB, ABCABC) or recreate existing patterns using different objects.	• Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC	• Waterford Upstart Activity Book, Pg. 49 and 51
Strand: 3.0 — Measurement and Data		
Comparing and Ordering Objects		
Foundation 3.1 Comparing Measurable Attributes of Objects		
PTKLF.Math.3.1 Compare two objects by length, weight, or capacity (for example, putting objects side by side) and communicate about their comparison.	• Songs: Measuring Plants • Length • Nonstandard Units of Length • Capacity • Weight • Heavy and Light • Big and Little • Tall and Short	

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 3.2 Ordering Objects		
PTKLF.Math.3.2 Order a slightly larger number of objects (for example, four or five) by length or other attributes (for example, height, capacity).	• Songs: Savanna Size; Large, Larger, Largest • Order Size • Heavy and Light • Big and Little • Tall and Short	
Foundation 3.3 Measuring Length		
PTKLF.Math.3.3 Measure length using concrete objects laid end to end, sometimes needing adult support. Note: Children may not yet understand that units need to be of equal length.	• Songs: Measuring Plants • Length • Nonstandard Units of Length	
Data		
Foundation 3.4 Representing Data		
PTKLF.Math.3.4 Use objects, tally marks, or pictographs to represent data in two or more groups. Demonstrate understanding that each object, tally mark, or picture represents one data point.	• Songs: Graphing • Weather • Calendar/Graph Weather • Picture Graphs • Bar Graphs • Tally Marks	
Foundation 3.5 Interpreting Data		
PTKLF.Math.3.5 Describe and compare, with adult support, the number of data points in two or more groups. Determine which group has more or less.	• Calendar/Graph Weather • Picture Graphs • Bar Graphs	
Strand: 4.0 — Geometry and Spatial Thinking		
Shapes		
Foundation 4.1 Identifying Two-Dimensional Shapes		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Math.4.1 Identify, describe, and construct different shapes including variations of circle, square, triangle, rectangle, and other shapes. Use informal language to describe defining properties of a shape (for example, sides, corners, round).	• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon	
Foundation 4.2 Identifying Three-Dimensional Shapes		
PTKLF.Math.4.2 Identify a few familiar three-dimensional shapes such as sphere, cube, and cylinder. Note: Sometimes still use informal names (for example, ball, square box, tube).	• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon	
Foundation 4.3 Comparing Two-Dimensional Shapes		
PTKLF.Math.4.3 Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape. Identify similarities and differences in the properties (number of sides or vertices) of two different shapes.	• Songs: All Sorts of Laundry ;Marmot Shapes; Shapes, Shapes, Shapes; Kites • Books: Buttons, Buttons • Sort • Circle, Square, Triangle, Rectangle	
Foundation 4.4 Composing Shapes		
PTKLF.Math.4.4 Combine different two- or three dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).	• Tangrams	
Spatial Thinking		
Foundation 4.5 Positions and Directions in Space		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Math.4.5 Identify positions of objects and people in space including in/on, under/over, up/down, inside/outside, near/far, next to, beside/between, and in front of/behind.	• Songs: Get Over the Bugs; Position Cat; Monster Trucks • Books: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Top, Beside, and Bottom • Above, Below, Next to, On • First, Middle, Last	
Foundation 4.6 Mental Rotation		
PTKLF.Math.4.6 Rotate, flip, or slide objects to solve a problem without relying as much on physical trial and error (for example, rotate an object before fitting it into a hole).	• Puzzle Game	

Visual and Performing Arts

Strand : 1.0 — Visual Art

Notice, Respond, and Engage

Foundation 1.1 Attending to and Engaging in Visual Arts		
PTKLF.Arts.1.1 Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Foundation 1.2 Communicating About Art Forms and Elements		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Arts.1.2 Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork.	• Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last	

Develop Skills in Visual Art

Foundation 1.3 Drawing or Painting Lines and Curves

PTKLF.Arts.1.3 Use straight and curved marks and lines, circles, and other shapes with increased precision and detail to create drawings or paintings of people, animals, or other objects that are mostly recognizable.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

Foundation 1.4 Working with Dough or Clay

PTKLF.Arts.1.4 Make representational forms that are mostly recognizable out of play dough or clay using their hands or simple tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

Foundation 1.5 Using Visual Arts Materials

PTKLF.Arts.1.5 Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

Foundation 1.6 Communicating Visual Arts Terms

PTKLF.Arts.1.6 Recognize and name a greater variety of materials and tools used for visual arts with increased accuracy.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

Foundation 1.7 Demonstrating Motor Control

PTKLF.Arts.1.7 Demonstrate coordination and increased motor control when working with visual arts tools.	The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 1.8 Mixing and Blending Colors		
PTKLF.Arts.1.8 Intentionally mix and blend colors to achieve different colors and shades.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Colors
Create, Invent, or Express Through Visual Art		
Foundation 1.9 Creating Two-Dimensional and Three-Dimensional Representations		
PTKLF.Arts.1.9 Create two-dimensional and three dimensional pieces of visual art that often include a combination of objects, figures, and people to illustrate a story or scene, sometimes naming the artworks.		• Form Larger Shapes
Foundation 1.10 Intensity and Mood		
PTKLF.Arts.1.10Use intensity of marks and colors more frequently to express a feeling or mood and explain their choice.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Strand: 2.0 — Music		
Notice, Respond to, or Engage in Music		
Foundation 2.1 Attending to and Engaging in Music		
PTKLF.Arts.2.1 Demonstrate increased attention to and engagement with a wider variety of sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.	• Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play	
Foundation 2.2 Responding to Music with Body Movements		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Arts.2.2 Use body movement that more closely responds to the beat, dynamics (louds and softs), and tempo (speed) of music by themselves or with others.	• Songs: Sound • Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	• Hi! Notes

Develop Skills in Music

Foundation 2.3 Recognizing Sounds and Vibrations

PTKLF.Arts.2.3 Notice and communicate differences between a larger array of vocal, instrumental, and environmental sounds and vibrations with increased accuracy.	• Songs: Sound • Books: What Sounds Say; Movin' to the Music Time	

Foundation 2.4 Exploring Vocal Expression and Instruments

PTKLF.Arts.2.4 Expand vocal and instrumental exploration; sing patterns, chants, and entire songs alone or with others in varying pitches (highs and lows), dynamics (louds and softs), moods, and intensities.	• Songs: Sound • Sing a Rhyme Songs/Books (See titles at end of document.)	

Foundation 2.5 Exploring Beat and Rhythmic Awareness

PTKLF.Arts.2.5 Increase complexity and accuracy in tapping various beats and rhythms with their hands, feet, and instruments or other percussive tools.	• Songs: Sound • Sing a Rhyme Songs/Books (See titles at end of document.)	

Foundation 2.6 Communicating Music Terms

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Arts.2.6 Recognize and name a wider range of instruments and specific qualities of music, such as pitch (high or low), mood, tempo (speed), and dynamics (louds and softs).	• Songs: Sound • Sing a Rhyme Songs/Books (See titles at end of document.)	
Create, Invent, or Express Through Music		
Foundation 2.7 Producing or Improvising Melodies and Rhythms		
PTKLF.Arts.2.7 Use vocal skills, instruments, and other tools to produce or improvise on melodies, chants, or songs using more complex rhythms and tones, by themselves or with others.	• Sing a Rhyme Songs/Books (See titles at end of document.)	
Strand: 3.0 — Drama		
Notice, Respond to, or Engage in Drama		
Foundation 3.1 Engaging in Drama		
PTKLF.Arts.3.1 Engage in extended and flexible pretend play scenarios, by themself or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.	• Pretend Play	• Role Play
Foundation 3.2 Understanding Plot		
PTKLF.Arts.3.2 Demonstrate knowledge of the extended plot and conflict of a participatory drama.	• Pretend Play • Papa's Play	• Role Play
Develop Skills in Drama		
Foundation 3.3 Showing Emotions		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Arts.3.3 Use gestures, expressions, and movements to intentionally show a wider range of emotions.	• Pretend Play • Papa's Play	• Role Play
Foundation 3.4 Acting Out Prompts or Scripts		
PTKLF.Arts.3.4 Participate in acting out longer or more detailed prompts or scripts by themself or with others (such as by following instructions or taking turns).	• Pretend Play • Papa's Play	• Role Play
Foundation 3.5 Engaging in Role-Play		
PTKLF.Arts.3.5 Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.	• Pretend Play • Papa's Play	• Role Play
Foundation 3.6 Vocal Projection		
PTKLF.Arts.3.6 Project their voice with increased clarity using a range of dynamics (louds and softs).	• Papa's Play	• Role Play
Foundation 3.7 Communicating Drama Terms		
PTKLF.Arts.3.7 Demonstrate a broader understanding of terms and elements related to drama and an increased ability to communicate the terms.	• Pretend Play • Papa's Play	• Role Play
Create, Invent, or Express Through Drama		
Foundation 3.8 Using Props or Costumes		
PTKLF.Arts.3.8 Intentionally use a variety of props, costumes, or scenery to enhance the dramatization of familiar stories and fantasy play by themself or with others.	• Pretend Play • Papa's Play	• Role Play
Foundation 3.9 Creating Scripts		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Arts.3.9 Intentionally create longer and more detailed scripts and stories, acting them out by themself or with others, with or without adult support.	• Pretend Play • Papa's Play	• Role Play

Strand: 4.0 — Dance

Notice, Respond to, or Engage in Dance

Foundation 4.1 Attending to and Engaging in Dance

PTKLF.Arts.4.1 Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.	• Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	• Hi! Notes

Develop Skills in Dance

Foundation 4.2 Spatial Awareness and Coordination

PTKLF.Arts.4.2 Demonstrate increased awareness of self and others and coordination of movement in dance or when moving in space.	• Baby's Ballet • Mama's Melody	• Personal Space Circle

Foundation 4.3 Responding to Tempo

PTKLF.Arts.4.3 Respond to tempo (speed) and timing through movement with increased accuracy and skill.	• Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	

Foundation 4.4 Learning Basic Dance Skills

PTKLF.Arts.4.4 Respond to the instruction of more than one skill at a time in movement (such as turning, leaping, and turning again).	• Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	• Hi! Notes

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 4.5 Communicating Dance Terms		
PTKLF.Arts.4.5 Demonstrate a broader understanding of terms and elements related to dance (such as steps, tempo [speed], or types of dances) and an increased ability to communicate the terms.	• Books: Movin' to the Music Time	
Create, Invent, or Express Through Dance		
Foundation 4.6 Representation Through Dance		
PTKLF.Arts.4.6 Use music and movement patterns to act out and dramatize with increased skill.	• Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	• Hi! Notes
Foundation 4.7 Inventing and Improvising Dance		
PTKLF.Arts.4.7 Invent and recreate dance movements or improvise dances by themself or with others. Often initiate a sequence of movements or steps.	• Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	
Foundation 4.8 Communicating Feelings Through Dance		
PTKLF.Arts.4.8 Communicate more complex feelings spontaneously and intentionally through dance and movement by themself or with others.	• Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	

Physical Development

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Strand: 1.0 — Fundamental Movement Skills		
Balance		
Foundation 1.1 Balancing While Still		
PTKLF.Phys.1.1 Show increased balance and control when holding still.		• Yoga Booklet
Foundation 1.2 Balancing in Motion		
PTKLF.Phys.1.2 Show increased balance control while moving in different directions and when transitioning from one movement or position to another.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	• Yoga Booklet
Locomotor Skills		
Foundation 1.3 Walking with Balance		
PTKLF.Phys.1.3 Walk with balance and swing their arms opposite their legs (for example, step with the right foot, swing their left arm forward). Exhibit narrower space between feet while walking.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	
Foundation 1.4 Running		
PTKLF.Phys.1.4 Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	
Foundation 1.5 Jumping		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Phys.1.5 Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping.	• Books: Jump Rope Rhymes	
Foundation 1.6 Varied Locomotor Skills		
PTKLF.Phys.1.6 Demonstrate increased ability in performing locomotor skills that build on (and go beyond) walking and running, including engagement in hopping, galloping, skipping, side-sliding, and leaping.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	
Manipulative Skills		
Foundation 1.7 Gross Motor Manipulative Skills		
PTKLF.Phys.1.7 Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects.	• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This	• Yoga Booklet
Foundation 1.8 Fine Motor Manipulative Skills		
PTKLF.Phys.1.8 Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life.	The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.	
Foundation 1.9 Hand Preference		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Phys.1.9 Demonstrate a consistent preference for using one hand more often than the other within and across different tasks.	The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.	

Strand: 2.0 — Perceptual–Motor Skills and Movement Concepts

Body Awareness

Foundation 2.1 Knowledge of Body Parts

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Phys.2.1 Demonstrate knowledge of more and a greater variety of body parts.	• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Body Parts • Parts of the Face	• Naming the Parts of the Body

Spatial Awareness

Foundation 2.2 Spatial Awareness

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Phys.2.2 Use their own body, general space, and other people's space when locating or relating to other people or objects in their immediate environment.	• Songs: Get Over the Bugs; Position Cat • Books: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last	• Personal Space Circle

Directional Awareness

Foundation 2.3 Directional Understanding

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Phys.2.3 Understand and distinguish between the sides of the body (without necessarily understanding right and left).	• Right, Left	
Foundation 2.4 Directional Movement		
PTKLF.Phys.2.4 Change directions, moving forward and backward, side to side, or up and down, quickly and with more accuracy.	• Books: Movin' to the Music Time	
Foundation 2.5 Object Locations		
PTKLF.Phys.2.5 Demonstrate an ability to place an object or their own body in front of, to the side of, or behind something else with accuracy.	• Songs: Position Cat • Above, Below, Next to, On • Top, Beside, and Bottom	• Personal Space Circle
Strand: 3.0 — Active Physical Play		
Active Participation		
Foundation 3.1 Physical Activity		
PTKLF.Phys.3.1 Initiate more complex physical activities for a sustained period of time.	• Songs: Health • Books: We All Exercise • Exercise and Rest	
Cardiovascular Endurance		
Foundation 3.2 Cardiovascular Endurance		
PTKLF.Phys.3.2 Engage in sustained active play of increasing intensity that involves the heart, lungs, and vascular system.	• Songs: Health • Books: We All Exercise • Exercise and Rest	
Muscular Strength, Muscular Endurance, and Flexibility		
Foundation 3.3 Strength, Endurance, and Flexibility		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Phys.3.3 Engage in increased active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.	• Songs: Health • Books: We All Exercise • Exercise and Rest	

Health

Strand: 1.0 — Understanding Health and Wellness

Body and Health Awareness

Foundation 1.1 Identifying and Naming Body Parts

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Health.1.1 Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions.		• Body Apron Pattern

Foundation 1.2 Communicating About Health Needs

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Health.1.2 Consistently communicate to an adult about feeling uncomfortable, not feeling well, or a special health need and can identify a solution.	• Songs: Health • Books: We All Exercise • Exercise and Rest	

Foundation 1.3 Understanding the Role of Health Care Providers

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Health.1.3 Communicate more specific knowledge on how health care providers keep people well and help them when they are not well.	• Songs: Health • Books: We All Exercise • Exercise and Rest	

Body and Safety Boundaries

Foundation 1.4 Recognizing and Communicating About Body Boundaries

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Health.1.4 Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries.	• Lost and Found • Squirrel's Blocks • Lost Dinosaur • Find Me! • It's Not Fair! • Do I Have To?	
Nutrition		
Foundation 1.5 Identifying Foods		
PTKLF.Health.1.5 Identify a larger variety of foods and know some of the related food groups.	• Songs: Health • Healthy Food	• My Healthy Plate • Food Pictures (Healthy Eating)
Foundation 1.6 Communicating Fullness and Hunger		
PTKLF.Health.1.6 Communicate more consistently their fullness and hunger to an adult. Anticipate mealtime routines and wait a little longer for a meal.	• Songs: Health • Healthy Food	• My Healthy Plate • Food Pictures (Healthy Eating)
Foundation 1.7 Understanding a Variety of Foods		
PTKLF.Health.1.7 Demonstrate an understanding that eating a variety of food helps the body grow and feel good. Choose from a greater variety of foods at mealtimes, including familial and cultural foods.	• Songs: Health • Healthy Food	• My Healthy Plate • Food Pictures (Healthy Eating)
Physical Activity		
Foundation 1.8 Recognizing the Body's Response to Physical Activity		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Health.1.8 Recognize, with less or limited adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and demonstrate an emerging understanding that being active is healthy. More consistently and with less adult support indicate the need to be physically active outdoors or indoors.	• Songs: Health • Books: We All Exercise • Exercise and Rest	
Sleep		
Foundation 1.9 Recognizing and Indicating When Tired		
PTKLF.Health.1.9 Indicate when they are tired with a range of behaviors and demonstrate an emerging ability to understand that sleep and rest are part of keeping their bodies healthy. Follow sleep and rest routines more consistently.	• Songs: Health • Exercise and Rest	
Strand: 2.0 — Health and Safety Habits		
Basic Hygiene		
Foundation 2.1 Hand washing		
PTKLF.Health.2.1 Demonstrate knowledge of most or all steps in the hand washing routine.	• Books: The Germs • Germs • Avoid Germs Prevent Illness	• Hand Washing Rebus
Foundation 2.2 Preventing Infectious Diseases		
PTKLF.Health.2.2 Practice health habits that prevent infectious diseases and infestations (for example, lice) with limited adult instruction and modeling.	• Books: The Germs • Germs • Avoid Germs Prevent Illness	• Hand Washing Rebus
Oral Health		
Foundation 2.3 Toothbrushing		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Health.2.3 Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction.	• Songs: Health • Teeth	
Sun Safety		
Foundation 2.4 Practicing Sun Safety		
PTKLF.Health.2.4 Practice sun-safe actions (for example, wearing sunscreen, drinking water).	• Songs: Sun Blues	
Injury Prevention		
Foundation 2.5 Following Safety Rules		
PTKLF.Health.2.5 Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with less adult support and guidance.	• Songs: Sun Blues; Storms • Lightning Safety	
Foundation 2.6 Following Emergency Routines		
PTKLF.Health.2.6 Demonstrate increased independent ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with some adult guidance.		• Emergency Preparedness for Kids • Telephones • Fire Safety Activities for Kids
Foundation 2.7 Following Transportation and Pedestrian Safety Rules		
PTKLF.Health.2.7 Show increased ability to follow and understand transportation and pedestrian safety rules with adult support and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).		• Emergency Preparedness for Kids

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
History—Social Science		
Strand: 1.0 — Social Inquiry Skills		
Asking Questions and Using Evidence		
Foundation 1.1 Making Observations and Asking Questions		
PTKLF.SS.1.1 Make more detailed observations and ask adults and peers more specific questions (why, how) about the social world (people, places, institutions).	• Books: What Is a Cloud?; What Is in the Egg? • Find an Answer • Build knowledge	
Foundation 1.2 Gathering and Using Evidence		
PTKLF.SS.1.2 Gather information during extended inquiries, with adult support, from a greater variety of resources (such as informational books, magazines, media, and community members) to generate answers related to questions of interest about the social world (people, places, institutions).	• 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 • Build Knowledge	
Communicating Ideas About the Social World		
Foundation 1.3 Creating Representations		
PTKLF.SS.1.3 Create more detailed representations (for example, drawings, three-dimensional models, embodied action, or stories) to deepen and share their understanding of the social world (people, places, institutions), with adult support.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Strand: 2.0 — Self and Social Systems		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Self-Identity and Society		
Foundation 2.1 Self-Identity		
PTKLF.SS.2.1 Show greater awareness and understanding of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
Foundation 2.2 Membership in Communities		
PTKLF.SS.2.2 Exhibit awareness of their membership in varied communities, including communities with whom they interact occasionally (for example, sports team, extended family, faith community).	• My Family • Come Inside • Clubhouse • Soup's On • The Picnic	
Foundation 2.3 Awareness of Social Roles		
PTKLF.SS.2.3 Exhibit awareness of broader social roles beyond the everyday social roles they typically encounter.	• Books: Play Ball; Follow the Apples	• Community Helpers
Culture, Difference, and Diversity		
Foundation 2.4 Exploring Cultural Communities		
PTKLF.SS.2.4 Explore characteristics, practices, and traditions of cultural groups (for example, racial, ethnic, religious, linguistic, ability) beyond their own cultural communities, with adult support.	• Sing Around the World Songs	
Foundation 2.5 Exploring Similarities and Differences		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.SS.2.5 Identify and name similarities and differences among people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability), as well as people they are exposed to through learning materials, media, and daily interactions, with adult prompting.	• Sing Around the World Songs	

Strand: 3.0 — Skills for Democracy and Being a Community Member (Civics)		
Fairness and Respect for Other People		
Foundation 3.1 Identifying and Including Members of Peer Groups		
PTKLF.SS.3.1 Identify members of their peer groups (for example, members of their classroom, team, or activity group), and include them in collaborative play and learning activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
Foundation 3.2 Showing Care and Offering Help		
PTKLF.SS.3.2 Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
Foundation 3.3 Understanding Different Needs and Fairness		
PTKLF.SS.3.3 Demonstrate understanding that peers have different needs by working toward supporting rules and practices that allow for each other's needs to be met. (Even so, they may still become frustrated by differences in the distribution of materials or opportunities.)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
Community Norms and Practices		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 3.4 Contributing to the Group		
PTKLF.SS.3.4 Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
Foundation 3.5 Following Community Rules and Norms		
PTKLF.SS.3.5 Recognize rules and norms and follow community rules with fewer adult reminders. Enforce community rules and norms with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	• Good Playing Rules • Teaching Children Manners • Please and Thank You
Collaborative Problem-Solving		
Foundation 3.6 Group Decision-Making		
PTKLF.SS.3.6 Participate in group decision-making (for example, voting, group meetings, circle time) with adult support. Express ideas of agreement and disagreement during decision-making practices.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
Foundation 3.7 Collective Problem-Solving		
PTKLF.SS.3.7 Solve problems with peers through strategies like negotiation and compromise to solve problems. Intervene on behalf of one another during problem-solving.	• Do I Have To? • It's Not Fair! • Find Me! • Perfect Present	
Foundation 3.8 Developing Solutions and Taking Action		
PTKLF.SS.3.8 Develop solutions and take action, often engaging others, to address problems and issues in their group, school, or larger community, with adult support.	• Do I Have To? • It's Not Fair! • Find Me! • Perfect Present	
Strand: 4.0 — Time, Continuity, and Change		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Understanding of Time		
Foundation 4.1 Using Time Order Words		
PTKLF.SS.4.1 Indicate time order with increasing accuracy and sophistication. Use words like "before," "after," "then," "next," "yesterday," and "tomorrow."	• Books: Marty's Mixed-up Mom • Before and After • Sequence Events • First, Next, and Last • Yesterday/Tomorrow	
Personal History		
Foundation 4.2 Describing Change Over Time		
PTKLF.SS.4.2 Identify and describe change over time in themself, family, and community and share more detailed stories about recent experiences.	• Books: José Three; That's What I Like: A Book About Seasons; The Four Seasons • Songs: Seasons	
Historical Changes in People and the World		
Foundation 4.3 Recalling Past Events		
PTKLF.SS.4.3 Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.	• Books: The Watermelon Seed; The Old Maple Tree	
Strand: 5.0 — Sense of Place and Environment		
Navigating Familiar Locations		
Foundation 5.1 Identifying Characteristics of Locations		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.SS.5.1 Identify characteristics of their community and region, including geographic features, weather, and common activities.	• Songs: I Am Part of All I See • Weather • Words in Your World	• Exploring Your Home City with Your Children
Foundation 5.2 Communicating Locations and Directions		
PTKLF.SS.5.2 Communicate a greater diversity of directions to others (for example, near/far, next to, beside between, in front/behind), including specific places and locations that are farther away.	• Songs: Get Over the Bugs; Position Cat; Monster Trucks • Books: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Top, Beside, and Bottom • Above, Below, Next to, On • First, Middle, Last	
Representations of Physical Space		
Foundation 5.3 Understanding Physical Space Through Drawings, Building Materials, and Maps		
PTKLF.SS.5.3 Create their own drawings, maps, and models; use globes, maps, and map symbols and use maps for basic problem-solving (for example, locating objects) more skillfully, with adult support.	Waterford encourages everyone to have writing and art materials available for children's creations.	
Caring for the Natural and Built World		
Foundation 5.4 Caring for the World		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.SS.5.4 Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).	• Songs: Seasons; Pollution Rap; I Am Part of All I See; Conservation • Books: That's What I Like: A Book About Seasons • Care of Earth • Care of Water • Spring • Summer • Fall • Winter • Pollution and Recycling	

Strand: 6.0 — Economic Systems

Community Needs

Foundation 6.1 Meeting Community Needs

PTKLF.SS.6.1 Recognize that community members have basic needs (for example, shelter, food) and demonstrates emerging ability to identify people and places within the community that help community members meet their needs.	• Books: Bad News Shoes	

Foundation 6.2 Awareness of People at Work

PTKLF.SS.6.2 Explore with adult support a wider array of work that people do both inside and outside the home. Understand how different types of work help communities meet their needs.	• Books: Follow the Apples; Bugs For Sale	

Exchange

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 6.3 Understanding Exchange		
PTKLF.SS.6.3 Understand more complex exchange concepts, like choosing one item over another (opportunity cost), limited access to or limited amounts of a resource (supply and demand), and the exchange of money to buy and sell goods and services.	• Books: Follow the Apple; Bugs For Sale; Fudge For Sale	

Science

Strand: 1.0 — Science and Engineering Practices

Observation and Investigation

Foundation 1.1 Making Observations		
PTKLF.Science.1.1 Observe and actively explore objects and events using their senses and describe their observations in greater detail.	• Books: That's What I Like: A Book About Seasons; I wish I Had Ears Like a Bat • Songs: Five Senses • Science Investigation • Science Observation: From Egg to Chick • Spring • Summer • Fall • Winter	
Foundation 1.2 Comparing and Contrasting		

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.1.2 Compare and contrast objects and events based on physical properties and functions and describe similarities and differences in greater detail.	• Books: That's What I Like: A Book About Seasons; Buttons, Buttons • Songs: Same and Different • Look at Details • Similar Figures • Science Investigation • Science Observation: From Egg to Chick • Spring • Summer • Fall • Winter	
Foundation 1.3 Asking Questions		
PTKLF.Science.1.3 Demonstrate curiosity and an increased ability to formulate specific and detailed questions about objects and events in their environment.	• Songs: Seasons; Precipitation • Books: Do You Know?; I Want to Be a Scientist Like; That's What I Like: A Book About Seasons • Science Investigation • Spring • Summer • Fall • Winter	
Foundation 1.4 Defining Problems		
PTKLF.Science.1.4 Identify problems during play and everyday interactions and try multistep solutions on their own or in collaboration with peers and adults.	• Books: Milton's Mittens • Science Observation: From Egg to Chick • Science Investigation • Peek at the Story	
Foundation 1.5 Making Predictions		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.1.5 Make more detailed predictions drawing on prior experiences and observations, create plans with adult support to check predictions, and demonstrate an emerging ability to discuss why predictions were correct or incorrect.	• Books: Milton's Mittens • Science Observation: From Egg to Chick • Science Investigation • Peek at the Story	
Foundation 1.6 Planning and Carrying Out Investigations		
PTKLF.Science.1.6 Carry out more complex experiments or investigations, on their own or in collaboration with peers and adults, with greater persistence. Use observations and results of prior explorations to generate new questions and test their hypotheses.	• Songs: Seasons; Precipitation • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like; That's What I Like: A Book About Seasons • Science Investigation	
Foundation 1.7 Using Tools		
PTKLF.Science.1.7 Identify and more spontaneously use a greater variety of observation and measurement tools, with some adult support.	• Science Investigation • Length • Weight • Capacity • Measurement Tools • Science Tools • Weather Tools	
Documentation, Analysis, and Communication		
Foundation 1.8 Documenting Observations and Using Models		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.1.8 Record observations or findings in greater detail with some adult support and use more elaborate representations, including drawings, models, charts, diagrams, movement, role-play, and other methods, to convey their observations and understanding of science concepts.	• Songs: Graphing; Tallying • Books: One More Cat; Milton's Mittens • Graphs • Tally Marks • Calendar/Graph Weather	
Foundation 1.9 Mathematical Thinking and Analyzing Data		
PTKLF.Science.1.9 Use mathematical thinking with greater precision to analyze and quantify their observations and answer questions that arise in everyday activities, with some adult support.	• Songs: Graphing; Tallying • Books: One More Cat; Milton's Mittens • Graphs • Tally Marks • Calendar/Graph Weather	
Foundation 1.10 Formulating and Communicating Explanations and Solutions		
PTKLF.Science.1.10 Formulate and communicate more detailed and precise explanations and solutions during play and collaborative investigations.	• Books: Milton's Mittens • Science Observation: From Egg to Chick • Science Investigation	
Strand: 2.0 — Physical Science		
Properties and Characteristics of Nonliving Objects and Materials		
Foundation 2.1 Characteristics of Objects and Materials		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.2.1 Investigate and describe in greater detail the characteristics and physical **properties** of objects and solid, liquid, or gas materials (for example, size, weight, shape, color, texture, smell, and sound).	• Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See; Shapes, Shapes, Shapes; Living and Nonliving • Books: The Shape of Things • Length • Weight • Heavy and Light • Tall and Short • Big and Little • Simple Shapes • Solid Shapes • Space Shapes • Solid and Liquid • Living or Nonliving • Sight • Touch • Hearing • Smell • Taste	
Foundation 2.2 Light and Sound Waves		
PTKLF.Science.2.2 Explore and describe changes in the properties of sound, light, and shadows by manipulating different objects and materials during play and collaborative investigations.	• Light Exploration • Light Sources • Sound • Sound Waves	
Changes in Nonliving Objects and Materials		
Foundation 2.3 Exploring Changes in Objects and Materials		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.2.3 Explore, describe in greater detail, and explain changes in objects and materials using their senses (for example, change in color, shape, texture, form, temperature) during play and collaborative investigations.	• Songs: Solid or Liquid; Matter • Books: Pancakes Matter • Solid and Liquid • States of Water	
Foundation 2.4 Force and Motion		
PTKLF.Science.2.4 Make and test predictions about how objects change direction, speed, or the distance they go and, based on their observations, explain why objects start, stop, or change direction or speed during play and collaborative investigations.	• Songs: Push and Pull • Books: Mr. Mario's Neighborhood • Push and Pull	
Foundation 2.5 Energy		
PTKLF.Science.2.5 Demonstrate awareness, with adult support, of the different sources of energy that things (living and nonliving) need and describe the changes they observe as a result of these sources of energy.	• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Sun	

Strand: 3.0 — Life Science

Properties and Characteristics of Living Things

Foundation 3.1 Characteristics of Living Things

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.3.1 Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal	
Foundation 3.2 Bodily Processes		
PTKLF.Science.3.2 Indicate greater knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals through more detailed observations and descriptions.	• Books: We All Exercise • Exercise and Rest • Healthy Food • Food From Plants • Body Parts • Parts of the Face	
Foundation 3.3 Living and Nonliving Things		

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California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.3.3 Indicate knowledge of the difference between living and nonliving things and recognize that only living things (people, animals, plants) undergo biological changes such as growth, illness, healing, and dying.	• Songs: Living and Nonliving; Plants are Growing • Living or Nonliving • Plants • Mammals • Amphibians	
Foundation 3.4 Heredity and Traits		
PTKLF.Science.3.4 Express their expectation that young animals and plants will reflect similar characteristics to grown animals and plants of the same kind.	• Songs: Plants are Growing • Books: George and Jack • Traits of Living Things • Plants • Mammals • Amphibians	
Foundation 3.5 Habitats		
PTKLF.Science.3.5 Recognize that living things have different habitats suited to their unique needs.	• Songs: I Am Part of All I See • Books: Where in the World Would You Go Today? • Rainforests • Mountains • Oceans • Desert	
Changes in Living Things		
Foundation 3.6 Growth, Change, and the Life Cycle of Living Things		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.3.6 Observe and explore growth in humans, animals, and plants and communicate an increased understanding that living things change as they grow and age. Describe transformations related to an individual's life cycle (for example, birth, growth, reproduction, death).	- Songs: Living and Nonliving; Plants are Growing - Living or Nonliving - Mammals - Amphibians	
Foundation 3.7 Needs of Living Things		
PTKLF.Science.3.7 Describe the needs of humans, animals, and plants for growth and survival (for example, food, water, sleep, sunshine, shelter).	- Songs: Food From Plants - Books: Everybody Needs to Eat - Sun - Water	

Strand: 4.0 — Earth and Space Science

Properties and Characteristics of Earth Materials and Objects

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 4.1 Characteristics of Earth Materials		
PTKLF.Science.4.1 Investigate and describe the characteristics of earth materials and compare and contrast materials based on their different features (for example, size, weight, shape, color, texture).	- Songs: Rocks; Air - Weight - Rocks - Rock Cycle - Sorting Rocks - Air	

Changes in the Earth and Space

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 4.2 Natural Objects in the Sky		
PTKLF.Science.4.2 Observe and describe natural objects in the sky and describe patterns of movement and apparent changes in the sun, moon, stars, and clouds.	- Songs: Sun Blues; The Moon - Books: Moon Song; Star Pictures - Sun - Moon - Clouds - Constellations	

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
Foundation 4.3 Weather		
PTKLF.Science.4.3 Observe and describe changes in weather and provide examples of the effects of changes in weather and seasons on their own lives and on plants and animals.	• Songs: Precipitation • Books: That's What I Like: A Book About Seasons; Whatever the Weather; Thirteen in My Garden • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter	
Foundation 4.4 Earth and Human Activity		
PTKLF.Science.4.4 Investigate, with adult support, how humans' actions and use of resources impact the environment and their community, discuss in simple terms how to care for the environment, and participate in activities related to its care.	• Songs: Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth	
Strand: 5.0 — Engineering, Technology, and Applications of Science		
Engineering Design		
Foundation 5.1 Engineering Design Process		
PTKLF.Science.5.1 Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating more detailed solutions to the problems they identify, and testing and refining their solutions with less adult support and over longer periods of time.	• Songs: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; George Washington Carver; Wilbur and Orville Wright • Science Investigation • Science Observation: From Egg to Chick	
Engineering Design and Society		
Foundation 5.2 Design Solutions and Society		

California PTKLF Standards	Waterford Digital Activities	Waterford Family Resources
PTKLF.Science.5.2 Explore in more detail how tools and design solutions help address their own and other people's needs and, with adult support, develop different solutions to address the needs of their families and communities.	• Science Tools • Measurement Tools • Length • Weight • Capacity	
Foundation 5.3 Using Digital Devices		
PTKLF.Science.5.3 Recognize a greater diversity of digital tools and devices and their function (for example, look up information, learn or practice a new skill) and use them with less adult support to meet their needs and goals in everyday situations.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	

Books and Related Activities

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 X 1 / Halves and Fourths and Thirds / Navajo Beads / Red Rock, River Rock / I Want to Be a Mathematician Like Srinivasa Ramanujan / The Fraction Twins / Yangshi's Perimeter / I Want to Be a Mathematician Like Archimedes / Birds at My House / Painting by Number / The Fable Fair

Support

Professional Services offers a continuum of customizable services. _Learn more here._

Research-Driven Development

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

Family Engagement Resources

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

Many of these songs are available on the →Waterford.org YouTube channel.

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).