



Alignment

May 2026

100%
Aligned

**Waterford
Upstart**

**Mississippi Early
Learning Standards
for Four-Year-Old
Prekindergarten
2018**

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

Alignment Description

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

Waterford Digital Resources

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

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

Reading Sequence

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

Math and Science Sequence

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

SmartStart Sequence

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

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English Language Arts (Four-year-old children)		
Reading Standards for Literature		
Key Ideas and Details		
<p>RL.PK.1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Compare Characters • Find an Answer 	
<p>RL.PK.2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).</p>	<ul style="list-style-type: none"> • Sum Up: Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Role Play
<p>RL.PK.3. With prompting and support, identify some characters, settings and/or major events in a story.</p>	<ul style="list-style-type: none"> • Sum Up, Five W’s • Describe Characters • Sum Up: Remember Order 	
Craft and Structure		
<p>RL.PK.4. Exhibit curiosity and interest in learning words in print. RL.PK.4a. Develop new vocabulary from stories.</p>	<ul style="list-style-type: none"> • Words Tell About the Pictures • Vocab • Vocab Choice 	
<p>RL.PK.4b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).</p>	<ul style="list-style-type: none"> • Words in Your World • Print Concepts • Words Tell About the Pictures 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Craft and Structure <i>continued</i>		
<p>RL.PK.5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).</p> <p>RL.PK.5a. Identify the front cover, back cover and title page of a book.</p>	<ul style="list-style-type: none"> • Print Concepts 	
<p>RL.PK.6. With prompting and support, identify the role of the “author” and “illustrator”.</p>	<ul style="list-style-type: none"> • Print Concepts 	
Integration of Knowledge and Ideas		
<p>RL.PK.7. With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).</p>	<ul style="list-style-type: none"> • Making Connections • Step Into the Story 	
<p>RL.PK.8. No developmentally appropriate standard.</p>		
<p>RL.PK.9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).</p>	<ul style="list-style-type: none"> • Compare Characters 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Range of Reading and Level of Text Complexity		
<p>RL.PK.10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	
Reading Standards for Informational Text		
Key Ideas and Details		
<p>RI.PK.1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Find an Answer 	
<p>RI.PK.2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Find an Answer 	
<p>RI.PK.3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).</p>	<ul style="list-style-type: none"> • Making Connections 	
Craft and Structure		
<p>RI.PK.4. Exhibit curiosity and interest about words in a variety of informational texts.</p>	<p>Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.</p>	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Craft and Structure continued		
RI.PK.5. With prompting and support, identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> • Print Concepts 	
RI.PK.6. With prompting and support, identify the role of the author and illustrator in informational text.	<ul style="list-style-type: none"> • Print Concepts 	
Integration of Knowledge and Ideas		
RI.PK.7. With prompting and support, make connections between self and text and/or information and text.	<ul style="list-style-type: none"> • Making Connections 	
RI.PK.8. With prompting and support, explore the purpose of the informational text as it relates to self.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	
RI.PK.9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	<ul style="list-style-type: none"> • Books: Garden Visitors and Creepy Crawlers; Fawn Eyes and I Wish I Had Ears Like a Bat 	
Range of Reading and Level of Text Complexity		
RI.PK.10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Reading Standards: Foundational Skills		
Print Concepts		
<p>RF.PK.1. With prompting and support, demonstrate understanding of conventions of print.</p> <p>RF.PK.1a. Understand that print moves from left to right, top to bottom and page by page.</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	
<p>RF.PK.1b. Recognize an association between spoken and written words.</p>	<ul style="list-style-type: none"> • Letters Make Words • Look, Listen, and Match 	
<p>RF.PK.1c. Understand that words are separated by spaces in print.</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	
<p>RF.PK.1d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p>	<ul style="list-style-type: none"> • ABC Song • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Waterford Upstart Activity Book, Pg. 23 - 31
<p>RF.PK.1e. Recognize words as a unit of print and understand that letters are grouped to form words.</p>	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts • Look, Listen, and Match 	
<p>RF.PK.1f. Differentiate letters from numbers.</p>	<ul style="list-style-type: none"> • Distinguish Letters • Explain Numbers 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Print Concepts <i>continued</i>		
<p>RF.PK.1g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<ul style="list-style-type: none"> • Distinguish Letters • Similarities and Differences in Letters 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Waterford Upstart Activity Book, Pg. 23 - 31
Phonological Awareness		
<p>RF.PK.2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.</p> <p>RF.PK.2a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Rhyme With Me 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 22
<p>RF.PK.2b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Rhyme With Me 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 22
<p>RF.PK.2c. Demonstrate awareness of the relationship between sounds and letters.</p>	<ul style="list-style-type: none"> • Name That Letter Sound • Sound Song • Letter Sound • Sound Room • Letter Sound Screening 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Waterford Upstart Activity Book, Pg.22

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Phonological Awareness <i>continued</i>		
RF.PK.2d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	<ul style="list-style-type: none"> • Syllable • Syllable Safari 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, pp. 37-40
RF.PK.2e. With prompting and support, isolate and pronounce the initial sounds in words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds 	<ul style="list-style-type: none"> • The First Sound In a Word • Where's the Sound?
RF.PK.2f. Demonstrate an awareness of ending sounds in words.	<ul style="list-style-type: none"> • Final Sound • Right Final Sound 	
RF.PK.3. With prompting and support, demonstrate emergent phonics and word analysis skills.	<ul style="list-style-type: none"> • Name That Letter Sound • Sound Song • Letter Sound • Sound Room • Where Is the Sound? • Barnyard Bash • Circus Clown Climbers • Change One Sound • Blend Onset/Rime • Blending Riddles • Phoneme Segmentation • Blend Every Sound • Blending Dragon • Blend Individual Phonemes 	<ul style="list-style-type: none"> • Blending Bingo: Onset and Rime • Sound Smash–Onset and Rime
RF.PK.3a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	<ul style="list-style-type: none"> • Name That Letter Sound • Sound Song • Letter Sound • Letter Sound Screening • Sound Room 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Phonological Awareness <i>continued</i>		
RF.PK.3b. Recognize own name, environmental print, and some common high-frequency sight words.	<ul style="list-style-type: none"> • Name Game • Power Word • Words In Your World 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 31
Fluency		
RF.PK.4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	<ul style="list-style-type: none"> • Early Readable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	
Writing Standards (Four-year-old children)		
Text Types and Purposes		
<p>W.PK.1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</p> <p>W.PK.1a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.</p>	<ul style="list-style-type: none"> • Letter Trace • Dots, Lines, and Circles 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, pp. 9 - 21
<p>W.PK.1b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.</p>	<ul style="list-style-type: none"> • Letter Trace • Dots, Lines, and Circles 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, pp. 9 - 21
<p>W.PK.1c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.</p>	<ul style="list-style-type: none"> • Letter Trace • Dots, Lines, and Circles 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 3
<p>W.PK.2. and W.PK.3. No developmentally appropriate standard.</p>		

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Production and Distribution of Writing		
W.PK.4. No developmentally appropriate standard.		
W.PK.5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 3
Research to Build and Present Knowledge		
W.PK.7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	
W.PK.8. With prompting and support, recall information from experiences to answer questions.	<ul style="list-style-type: none"> • Making Connections • Step Into the Story 	
W.PK.9. No developmentally appropriate standard.		
Range of Writing		
W.PK.10. No developmentally appropriate standard.		

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Speaking and Listening Standards (Four-year-old children)		
Comprehension and Collaboration		
<p>SL.PK.1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.</p> <p>SL.PK.1a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	
<p>SL.PK.1b. Engage in extended conversations.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Role Play
<p>SL.PK.2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.</p>	<ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Find an Answer 	
<p>SL.PK.3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Science Investigation 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Presentation of Knowledge and Ideas		
SL.PK.4. With prompting and support, describe familiar people, places, things, and events.		<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 3
SL.PK.5. With prompting and support, add drawings or other visual displays to descriptions.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
SL.PK.6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? 	
Language Standards (Four-year-old children)		
Conventions of Standard English		
<p>L.PK.1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.</p> <p>L.PK.1a. Use frequently occurring nouns and verbs.</p>	<ul style="list-style-type: none"> • Songs: It Happened Yesterday • Nouns • Pronouns • Verbs • Past Tense Verbs 	
L.PK.1b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).	<ul style="list-style-type: none"> • Songs: More Than One • Plural Nouns 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Conventions of Standard English <i>continued</i>		
L.PK.1c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Sum Up, Five W's • Science Investigation 	
L.PK.1d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	<ul style="list-style-type: none"> • Songs: Preposition Cat 	
L.PK.1e. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> • Songs: What Is a Sentence? • Sentences 	
L.PK.2. With prompting and support, demonstrate awareness of the conventions of standard English. L.PK.2a. Write first name, capitalizing the first letter.	<ul style="list-style-type: none"> • Songs: Capital Letters • Name Game • Letter Trace 	
L.PK.2b. Attempt to write a letter or letters to represent a word.	<ul style="list-style-type: none"> • Letter Trace • Say and Trace 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
L.PK.2c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.	<ul style="list-style-type: none"> • Sound Song • Name That Letter Sound • Letter Sound • Sound Room • Sound Sense • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Waterford Upstart Activity Book, Pg. 35 - 36

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Knowledge of Language		
L.PK.3. No developmentally appropriate standard		
Vocabulary Acquisition and Use		
<p>L.PK.4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</p> <p>L.PK.4a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).</p>	<ul style="list-style-type: none"> • Songs: Synonym Tree • Vocab • Synonyms 	
<p>L.PK.5. With guidance and support, explore word relationships and word meanings.</p> <p>L.PK.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry • Books: Buttons, Buttons • Sort 	
<p>L.PK.5b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).</p>	<ul style="list-style-type: none"> • Songs: Verbs; Adjectives Describe • Books: Opposites • Verbs • Adjectives • Opposites 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Vocabulary Acquisition and Use <i>continued</i>		
L.PK.5c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
L.PK.5d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	<ul style="list-style-type: none"> • Songs: Verbs • Verbs 	
L.PK.6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
Mathematic Standards (Four-year-old children)		
Counting and Cardinality		
Know number names and the count sequence.		
PK.CC.1. With prompting and support, recite numbers 1 to 30 in the correct order.	<ul style="list-style-type: none"> • Counting Song • Number Instruction • Number Counting 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Know number names and the count sequence continued.		
<p>PK.CC.2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.</p>	<ul style="list-style-type: none"> • Number Books (See titles at end of document.) • Number Instruction • Number Recognition and Sense • Moving Target • Picture Puzzle • Shape Puzzle 	<ul style="list-style-type: none"> • Read and Write Number Activities
Count to tell the number of objects.		
<p>PK.CC.3. With guidance and support, understand the relationship between numerals and quantities</p> <p>PK.CC.3a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials</p>	<ul style="list-style-type: none"> • Counting Song • Explain Numbers • Number Counting • Number Instruction • Number Recognition and Sense • Counting Puzzle • Bug Bits 	<ul style="list-style-type: none"> • Read and Write Number Activities
<p>PK.CC.3b. Match quantities and numerals 0 – 5.</p>	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Number Instruction • Match Numbers 	
<p>PK.CC.4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.</p> <p>PK.CC.4a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials</p>	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Number Instruction • Bug Bits • Match Numbers 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Compare Numbers		
<p>PK.CC.5. Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.</p>	<ul style="list-style-type: none"> • Books: For the Birds • More Than, Fewer Than • More Than • Fewer Than 	
Operations and Algebraic Thinking		
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.		
<p>PK.OA.1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.</p>	<ul style="list-style-type: none"> • Songs: Bee Happy Addition; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction • Books: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	
<p>PK.OA.2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</p>	<ul style="list-style-type: none"> • Songs: Bee Happy Addition; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction • Books: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from <i>continued</i>.		
<p>PK.OA.3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.</p> <p>PK.OA.3a. Duplicate and extend simple patterns using concrete objects.</p>	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, pp. 49 and 51
Measurement and Data		
Describe and compare measurable attributes.		
<p>PK.MD.1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Measuring Plants • Length • Order Size • Sort • Big and Little • Tall and Short • Heavy and Light • Capacity 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 61
<p>PK.MD.2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).</p> <p>PK.MD.2a. Use nonstandard units of measurement</p>	<ul style="list-style-type: none"> • Songs: Measuring Plants • Length 	
<p>PK.MD.2b. Explore standard tools of measurement.</p>	<ul style="list-style-type: none"> • Length • Measurement Tools 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Classify objects and count the number of objects in each category.		
<p>PK.MD.3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</p>	<ul style="list-style-type: none"> • Length • Order Size • Sort • Big and Little • Tall and Short 	
Geometry		
Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
<p>PK.G.1. With guidance and support, correctly name shapes.</p>	<ul style="list-style-type: none"> • Songs: Kites; The Shape of Things; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Solid Shapes • Space Shapes 	
<p>PK.G.2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Solid Shapes • Space Shapes 	
<p>PK.G.3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.</p>	<ul style="list-style-type: none"> • Space Shapes 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Analyze, compare, create, and compose shapes.		
<p>PK.G.4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).</p>	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	
<p>PK.G.5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).</p>	<ul style="list-style-type: none"> • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	
Social Studies Standards (Four-year-old children)		
Family and Community		
Understand self in relation to the family and the community.		
<p>PK.FC.1 Identify self as a member of a family, the learning community, and local community.</p>	<ul style="list-style-type: none"> • My Family 	
<p>PK.FC.2. With prompting and support, identify similarities and differences in people.</p>	<ul style="list-style-type: none"> • Songs: Same and Different • Books: Mine; José Three 	
<p>PK.FC.3. With prompting and support, describe some family traditions.</p>	<ul style="list-style-type: none"> • Soup's On! • Party Time 	
<p>PK.FC.4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.</p>	<ul style="list-style-type: none"> • Books: Mine; José Three 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Understand the concept of individual rights and responsibilities.		
<p>PK.FC.5. With prompting and support, demonstrate responsible behavior related to daily routines.</p>	<p>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.</p>	
<p>PK.FC.6. With prompting and support, explain some rules in the home and in the classroom.</p> <p>PK.FC.6a. Identify some rules for different settings.</p>	<ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Good Playing Rules • Teaching Children Manners
<p>PK.FC.6b. Identify appropriate choices to promote positive interactions.</p>	<p>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.</p>	
<p>PK.FC.7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).</p>		<ul style="list-style-type: none"> • Community Helpers
<p>PK.FC.8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible).</p>	<p>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.</p>	
<p>PK.FC.9. With prompting and support, describe a simple sequence of familiar events.</p>	<ul style="list-style-type: none"> • Songs: Sequencing Events • Sum Up: Remember Order • Sequence Events • First, Next, Last 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 53

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Our World		
Understand the importance of people, resources, and the environment.		
<p>PK.OW.1. Treat classroom materials and the belongings of others with care.</p>	<p>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.</p>	
<p>PK.OW.2. With prompting and support, identify location and some physical features of familiar places in the environment.</p>	<ul style="list-style-type: none"> • Songs: Four Ecosystems • Books: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests 	<ul style="list-style-type: none"> • Exploring Your Home City with Your Children
<p>PK.OW.3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).</p>	<ul style="list-style-type: none"> • Songs: Save Your Pennies 	
<p>PK.OW.4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.</p>	<p>While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).</p>	
<p>PK.OW.5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).</p>	<ul style="list-style-type: none"> • Songs: Pollution Rap; I Am Part of All I See • Pollution and Recycling • Care of Water • Care of Earth 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
History and Events		
Understand events that happened in the past.		
PK.H.1. With prompting and support, describe a simple series of familiar events.	<ul style="list-style-type: none"> • Songs: Sequencing Events • Sum Up: Remember Order • Sequence Events • First, Next, Last 	
PK.H.2. Recognize events that happened in the past.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	
Science Standards (Four-year-old children)		
Scientific Method and Inquiry		
Engage in simple investigations.		
SM.PK.1. Make observations, make predictions, and ask questions about natural occurrences or events.	<ul style="list-style-type: none"> • Science Investigation • Science Observation: From Egg to Chick 	
SM.PK.2. Describe, compare, sort and classify, and order objects.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Same and Different • Books: Buttons, Buttons • Make Comparisons • Sort • Order • Match 	
SM.PK.3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Engage in simple investigations <i>continued</i>.		
SM.PK.4. Explore materials, objects, and events and notice cause and effect.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials • Magnets • Push and Pull 	
SM.PK.5. Describe and communicate observations, results, and ideas	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver • Science Observation: From Egg to Chick • Science Investigation 	
SM.PK.6. Work collaboratively with others.	<ul style="list-style-type: none"> • Marmot's Basket 	
Use the five senses to explore and investigate the environment.		
SM.PK.7. Name and identify the body parts associated with the use of each of the five senses	<ul style="list-style-type: none"> • Songs: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell 	
SM.PK.8. Describe similarities and differences in the environment using the five senses.	<ul style="list-style-type: none"> • Songs: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell • Science Investigation 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Physical Science		
Develop awareness of observable properties of objects and materials.		
P.PK.1. Manipulate and explore a wide variety of objects and materials.	<ul style="list-style-type: none"> • Materials • Magnets 	
P.PK.2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Books: The Shape of Things • Materials • Order Size 	
P.PK.3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat • Books: Up in the Air • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between 	
P.PK.4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	<ul style="list-style-type: none"> • Books: Mr. Mario's Neighborhood • Science Investigation • Push and Pull • Magnets 	<ul style="list-style-type: none"> • How it Works

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Life Science		
Acquire scientific knowledge related to life science.		
<p>L.PK.1. Name, describe, and distinguish plants, animals, and people by observable characteristics</p>	<ul style="list-style-type: none"> • Songs: Plant or Animal; Vertebrates; Invertebrates; Birds; Fish • Books: Guess What I Am; Creepy Crawlers • Plant or Animal • Plants • Mammals • Birds • Amphibians • Fish • Insects • Spiders • Worms • Animal Groups 	
<p>L.PK.2. Describe plant, animal, and human life cycles</p>	<ul style="list-style-type: none"> • Books: A Seed Grows • Plant Life Cycle and Growth • Animal Life Cycle and Growth 	
<p>L.PK.3. Describe the needs of living things</p>	<ul style="list-style-type: none"> • Books: Mela’s Water Pot; Everybody Needs to Eat • Sun • Plants Need Water • Animals Need Water • Plants and Animals Need Air 	
<p>L.PK.4. Compare and contrast characteristics of living and nonliving things</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving • Books: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Earth Science		
Apply scientific knowledge related to earth science and space.		
<p>E.PK.1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).</p>	<ul style="list-style-type: none"> • Songs: Seasons • Books: That’s What I Like, A Book About Seasons • Summer • Fall • Winter • Spring • Weather • Calendar/Graph Weather • Clouds 	
<p>E.PK.2. Identify characteristics of the clouds, sun, moon, and stars.</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Books: Star Pictures • Sun • Moon • Constellations • Clouds 	
<p>E.PK.3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).</p>	<ul style="list-style-type: none"> • Songs: I Am Part of All I See • Rocks • Soil 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Technology		
Identify and explore a variety of technology tools.		
<p>T.PK.1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.</p>	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	
<p>T.PK.2. Use technology tools to gather and/or communicate information.</p>	<ul style="list-style-type: none"> • Science Tools • Weather Tools • Science Observation: From Egg to Chick • Calendar/Graph Weather 	
<p>T.PK.3. With prompting and support, invent and construct simple objects or structures using technology tools.</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials • Magnets 	
Approaches to Learning Standards (Four-year-old children)		
Play		
Engage in play.		
<p>APL.P.PK.1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.</p>	<p>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.</p>	
<p>APL.P.PK.2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</p>	<ul style="list-style-type: none"> • Pretend Play • Clubhouse 	<ul style="list-style-type: none"> • Role Play • What Would You Do?

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Engage in play <i>continued</i>.		
APL.P.PK.3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Perfect Present 	
APL.P.PK.4. Demonstrate active engagement in play.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket • Find Me! • Where's Papa? • Play 	
Curiosity and Initiative		
Demonstrate curiosity and initiative.		
APL.CI.PK.1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	<ul style="list-style-type: none"> • Perfect Present • Party Time • Science Investigation • Pretend Play 	<ul style="list-style-type: none"> • Role Play • What Would You Do? • Find the Ball
APL.CI.PK.2. Ask questions to seek new information.	<ul style="list-style-type: none"> • Science Investigation 	
APL.CI.PK.3. Make independent choices.	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Soup's On! 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Demonstrate curiosity and initiative <i>continued</i>.		
<p>APL.CI.PK.4. Approach tasks and activities with flexibility, imagination, and inventiveness.</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Perfect Present • Squirrel’s Sketches • Soup’s On! • Where’s Papa? • Find Me! • Science Investigation 	
Persistence and Attentiveness		
Demonstrate persistence and attentiveness.		
<p>APL.PA.PK.1. Follow through to complete a task or activity.</p>	<p>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.</p>	
<p>APL.PA.PK.2. Demonstrate the ability to remain engaged in an activity or experience.</p>	<p>Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.</p>	
<p>APL.PA.PK.3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Problem-solving Skills		
Demonstrate problem-solving skills.		
APL.PS.PK.1. Identify a problem or ask a question.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver • Science Investigation 	
APL.PS.PK.2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	<ul style="list-style-type: none"> • Songs: Problem Solving • Books: Mittens 	<ul style="list-style-type: none"> • Role Play • Waiting Game
APL.PS.PK.3. Apply prior learning and experiences to build new knowledge.		<ul style="list-style-type: none"> • Role Play • Waiting Game
Social and Emotional Development Standards (Four-year-old children)		
Social Development		
Build and maintain relationships with others.		
<p>SED.SD.PK.1. Interact appropriately with familiar adults.</p> <p>SED.SD.PK.1a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>	
SED.SD.PK.1b. Engage with a variety of familiar adults for a specific purpose.	<ul style="list-style-type: none"> • Find Me! • Where's Papa? 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Build and maintain relationships with others <i>continued.</i>		
<p>SED.SD.PK.2. Interact appropriately with other children.</p> <p>SED.SD.PK.2a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).</p>	<p>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.</p>	
<p>SED.SD.PK.2b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Pretend Play 	
<p>SED.SD.PK.2c. Ask permission to use items or materials of others.</p>	<p>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.</p>	
<p>SED.SD.PK.2d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").</p>	<ul style="list-style-type: none"> • Books: Friends; Can We Still Be Friends? • Clubhouse • Pretend Play 	<ul style="list-style-type: none"> • This Belongs to a Friend • How to Listen Like a Friend
<p>SED.SD.PK.3. Express empathy and care for others.</p> <p>SED.SD.PK.3a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Papa's Thumb 	
<p>SED.SD.PK.3b. Offer and accept encouraging and courteous words to demonstrate kindness.</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • Musical Mayhem • It's Not Fair! 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Build and maintain relationships with others <i>continued</i>.		
<p>SED.SD.PK.3c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found 	<ul style="list-style-type: none"> • Emotion Cards • Guess How I’m Feeling • Panda and Tornado
Work productively toward common goals and activities.		
<p>SED.SD.PK.4. Participate successfully as a member of a group.</p> <p>SED.SD.PK.4a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	
<p>SED.SD.PK.4b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play 	
<p>SED.SD.PK.4c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</p>	<ul style="list-style-type: none"> • Soup’s On! • Do I Have To? • Dinner Time • The Picnic 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Work productively toward common goals and activities <i>continued</i>.		
<p>SED.SD.PK.5. Join ongoing activities in acceptable ways.</p> <p>SED.SD.PK.5a. Express to others a desire to play (e.g., say, “I want to play.”).</p>	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? 	
<p>SED.SD.PK.5b. Lead and follow.</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play 	
<p>SED.SD.PK.5c. Move into group with ease.</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play 	
<p>SED.SD.PK.6. Resolve conflicts with others.</p> <p>SED.SD.PK.6a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	
<p>SED.SD.PK.6b. With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).</p>	<p>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.</p>	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Emotional Development		
Demonstrate awareness of self and capabilities.		
<p>SED.ED.PK.1. Demonstrate trust in self.</p> <p>SED.ED.PK.1a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).</p>	<ul style="list-style-type: none"> • Squirrel’s Sketches 	
<p>SED.ED.PK.1b. Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).</p>	<ul style="list-style-type: none"> • Lost and Found • It’s Not Fair! 	<ul style="list-style-type: none"> • Emotion Cards • Guess How I’m Feeling • Panda and Tornado
<p>SED.ED.PK.2. Develop personal preferences.</p> <p>SED.ED.PK.2a. Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).</p>	<ul style="list-style-type: none"> • Science Investigations • Find Me! 	
<p>SED.ED.PK.2b. Select and complete tasks (e.g., finish a puzzle or drawing).</p>	<p>When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>	
<p>SED.ED.PK.3. Show flexibility, inventiveness, and interest in solving problems.</p> <p>SED.ED.PK.3a. Make alternative choices (e.g., move to another area when a center is full).</p>	<ul style="list-style-type: none"> • Musical Mayhem • Marmot’s Basket 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Demonstrate awareness of self and capabilities <i>continued</i>.		
<p>SED.ED.PK.3b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).</p>	<p>When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>	
<p>SED.ED.PK.4. Know personal information. SED.ED.PK.4a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).</p>	<ul style="list-style-type: none"> • Name Game • Squirrel’s Sketches • Come Inside • My Family 	
<p>SED.ED.PK.4b. Refer to self by first and last name.</p>	<ul style="list-style-type: none"> • Name Game 	
<p>SED.ED.PK.4c. Know parents’/guardians’ names.</p>	<ul style="list-style-type: none"> • Name Game 	
Recognize and adapt expressions, behaviors, and actions.		
<p>SED.ED.PK.5. Show impulse control with body and actions. SED.ED.PK.5a. Control own body in space (e.g., move safely through room without harm to self or others).</p>	<ul style="list-style-type: none"> • Pretend Play • Clubhouse 	
<p>SED.ED.PK.5b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).</p>	<ul style="list-style-type: none"> • Soup’s On! • Dinner Time 	
<p>SED.ED.PK.5c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).</p>	<ul style="list-style-type: none"> • Soup’s On! 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Recognize and adapt expressions, behaviors, and actions <i>continued</i>.		
<p>SED.ED.PK.6. Manage emotions.</p> <p>SED.ED.PK.6a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).</p>	<ul style="list-style-type: none"> • It's Not Fair! • Lost and Found 	
<p>SED.ED.PK.6b. With prompting and support, recognize emotions (e.g., "I am really mad.").</p>	<p>Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."</p>	
<p>SED.ED.PK.6c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").</p>	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Where's Papa? • Party Time! • Soup's On! • Find Me 	<ul style="list-style-type: none"> • Emotional Cards • Guess How I'm Feeling • Panda and Tornado
<p>SED.ED.PK.6d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").</p>	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Squirrel's Blocks • Lost Dinosaur 	
<p>SED.ED.PK.7. Follow procedures and routines with teacher support.</p> <p>SED.ED.PK.7a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).</p>	<p>While interacting with Waterford Early Learning, children listen to and follow multi-step directions.</p>	
<p>SED.ED.PK.7b. Use materials with care and safety (e.g., use scissors to cut paper).</p>	<p>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.</p>	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Recognize and adapt expressions, behaviors, and actions <i>continued</i>.		
<p>SED.ED.PK.7c. Take turns sharing information with others (e.g., interact during group time).</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	
<p>SED.ED.PK.8. Demonstrate flexibility in adapting to different environments. SED.ED.PK.8a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).</p>		<ul style="list-style-type: none"> • Emotions Cards • Guess How I'm Feeling • Panda and Tornado
<p>SED.ED.PK.8b. Follow rules (e.g., use outside voice, use inside voice) in different settings.</p>		<ul style="list-style-type: none"> • Good Playing Rules
Physical Development Standards (Four-year-old children)		
Gross Motor Skills		
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.		
<p>PD.GM.PK.1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).</p>	<ul style="list-style-type: none"> • Books: Legs; Fawn Eyes • Songs: I Touch My Nose Like This • Parts of the Face • Body Parts 	<ul style="list-style-type: none"> • Yoga Booklet • Waterford Upstart Activity Book, Pg. 69

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities <i>continued</i>.		
<p>PD.GM.PK.2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).</p>	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> • Yoga Booklet
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.		
<p>PD.GM.PK.3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).</p>	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> • Yoga Booklet • Waterford Upstart Activity Book, Pg. 69
<p>PD.GM.PK.4. Use various types of equipment (e.g., playground equipment, tricycles, slides).</p>	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> • Yoga Booklet
<p>PD.GM.PK.5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).</p>	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Fine Motor Skills		
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.		
<p>PD.FM.PK.1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).</p>	<p>The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.</p>	
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.		
<p>PD.FM.PK.2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).</p>	<p>The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.</p>	
<p>PD.FM.PK.3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).</p>	<p>The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.</p>	
Participate in fine motor activity for self-expression and/or social interaction.		
<p>PD.FM.PK.4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Participate in fine motor activity for self-expression and/or social interaction <i>continued</i>.		
<p>PD.FM.PK.5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).</p>	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise 	
Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.		
<p>PD.FM.PK.6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).</p>	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest 	
Self-care, Health, and Safety Skills		
Demonstrate an awareness and practice of safety rules.		
<p>PD.SC.PK.1. With prompting and support, identify safety rules (e.g., classroom, home, community).</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	
<p>PD.SC.PK.2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
<p>PD.SC.PK.3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</p>	<p>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.</p>	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Demonstrate an emerging (developing) use of standard health practices.		
<p>PD.SC.PK.4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).</p>	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise; The Germs • Exercise and Rest • Germs • Avoid Germs and Prevent Illness • Healthy Food 	<ul style="list-style-type: none"> • Hand Washing Rebus
<p>PD.SC.PK.5. With prompting and support, participate in a variety of physical activities.</p>	<ul style="list-style-type: none"> • Books: We All Exercise • Exercise and Rest 	
<p>PD.SC.PK.6. With prompting and support, identify nutritious foods.</p>	<ul style="list-style-type: none"> • Songs: Health • Healthy Food 	<ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
Creative Expressions Standards (Four-year-old children)		
Music		
Participate in music-related activities.		
<p>CE.M.PK.1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.</p>	<ul style="list-style-type: none"> • Mama's Melody 	
<p>CE.M.PK.2. Sing a variety of short songs.</p>	<p>Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.</p>	

Mississippi Early Learning Standards	Waterford Digital Activities	Waterford Family Resources
Participate in music-related activities <i>continued</i>.		
CE.M.PK3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
CE.M.PK4. With prompting and support, identify fast and slow tempos and simple elements of music.	<ul style="list-style-type: none"> • Songs: Sound • Books: What Sounds Say; Movin' to the Music Time 	<ul style="list-style-type: none"> • Hi! Notes
CE.M.PK5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.	<ul style="list-style-type: none"> • Sing Around the World Songs 	
Dance and Movement		
Demonstrate understanding through the use of movement.		
CE.DM.PK1. Create simple movements (e.g., twirl, turn around, skip, shake).	<ul style="list-style-type: none"> • Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	
CE.DM.PK2. Respond rhythmically to different types of music (e.g., fast, slow).	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	

Pre-Math and Science

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

Basic Math and Science

Math and Science Books

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

Fluent Math and Science

Math and Science Books

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



Support

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

Research-Driven Development

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

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

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

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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



Waterford Family

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