



Alignment

May 2026

100%
Aligned

**Waterford
Early Learning:
SmartStart / PreK**

**New Mexico Early
Learning Standards
for Children Birth
Through Five 2026**

This document provides a detailed alignment of **Waterford Early Learning to New Mexico Early Learning Standards for Children Birth Through Five 2026**.

Alignment Description

This document aligns New Mexico Early Learning Standards for Children Birth Through Five 2026 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](#).

1. APPROACHES TO LEARNING 01

- 1.1 Creative Expression 01
- 1.2. Curiosity, Initiative, and Problem-Solving..... 02
- 1.3. Executive Functioning..... 03

2. COMMUNICATION, LANGUAGE, AND LITERACY 04

- 2.1. Listening and Communicating..... 04
- 2.2. Foundational Literacy..... 06
- 2.3. Foundational Reading 08
- 2.4. Foundational Writing 09

3. PHYSICAL DEVELOPMENT AND HEALTH 10

- 3.1. Daily Routines, Health and Nutrition 10
- 3.2. Fine Motor 11
- 3.3. Large Motor..... 12
- 3.4. Sensory Integration 12

4. RELATIONSHIPS AND SOCIAL EMOTIONAL DEVELOPMENT 12

- 4.1. Emotional Self-Regulation 12
- 4.2. Identity, Belonging, and Community 14
- 4.3. Relationships with Adults..... 15
- 4.4. Relationships with Children 16

5. THINKING, REASONING, AND KNOWLEDGE 17

- 5.1. Mathematical Thinking..... 17
- 5.2. Science, Technology, and Engineering..... 18

Books and Related Activities 20

Family Engagement Resources 23

New Mexico Standards	Waterford Digital Activities	Waterford Resources
1. APPROACHES TO LEARNING		
Subdomain 1.1 Creative Expression		
Standard 1.1.A The child exhibits imagination and creativity.		
<p>Uses a wide variety of objects to represent imaginary scenarios based on things they've experienced or seen (e.g., uses battery-powered LED tea lights, paper bags, and sand to experiment with different ways to make luminaria light patterns, discovering how different sized holes create various light effects).</p>	<ul style="list-style-type: none"> • Pretend Play • Perfect Present 	<ul style="list-style-type: none"> • Dramatic Play Activities <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Role Play
1.1.B The child engages in the dramatic arts.		
<p>Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact roles and experiences (e.g., sets up a 'quinceañera' one child plays the role of the birthday girl, dressing in a costume fancy dress, while others act as party guests eating a variety of party foods using props).</p>	<ul style="list-style-type: none"> • Pretend Play • Perfect Present 	<ul style="list-style-type: none"> • Dramatic Play Activities <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Role Play
1.1.C The child engages in the musical arts.		
<p>Creates and experiments with sounds, vocalizations, and vibrations to express ideas and emotions (e.g., makes storm sounds by combining voice (whoooosh), drums (thunder), and shakers (rain) while telling peers 'this is a scary storm')</p>	<ul style="list-style-type: none"> • Pretend Play • Perfect Present 	<ul style="list-style-type: none"> • Dramatic Play Activities <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Role Play

New Mexico Standards	Waterford Digital Activities	Waterford Resources
1.1.D The child engages in the visual and tactile arts.		
<p>Creates paintings, drawings, and sculptures that include a variety of details (e.g., works with peers over time to depict the Balloon Fiesta by creating papier-mâché hot air balloons in bright colors and drawing a detailed map on chart paper showing where the balloons launch and land around Albuquerque).</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 1, Pg. 38 Illustration Investigation • Visual Arts Activities
1.2. Curiosity, Initiative, and Problem-Solving		
1.2.A The child shows curiosity and initiative in interactions and experiences.		
<p>Uses multiple senses to explore materials and persists in investigations even when results aren't immediately clear (e.g., investigates different herbs by looking, touching, smelling, and tasting to compare mint, basil, and rosemary).</p>	<ul style="list-style-type: none"> • Songs: I Am Part of All I See • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 6, Pg. 53 Floating Robots <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Personal Space Circle
1.2.B The child displays persistence and pursues challenges through problem-solving.		
<p>Persists on goals and experiments by using multiple strategies and sometimes relies on an adult's support, demonstrating increasing confidence (e.g., when writing a card for mom asks a friend or adult how to write a specific word).</p>	<p>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>	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review

New Mexico Standards	Waterford Digital Activities	Waterford Resources
1.3. Executive Functioning		
1.3.A The child builds their capacity to retain and use information immediately (working memory).		
<p>Retains complex directions or concepts and uses this information for multistep play, planning/organizing task completion, and following more intricate directions (e.g., remembers to line up for the door to go to the playground, asks for sunscreen, and takes their water bottle before going out to play).</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to multi-step directions.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
1.3.B The child enhances their ability to regulate impulses and responses (inhibitory control).		
<p>Consistently regulates impulses independently across different situations (e.g., stops running when entering a quiet area without reminders, waits for everyone to sit before starting to eat snack).</p>	<ul style="list-style-type: none"> • Soup's On 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
1.3.C The child enhances their ability to adapt attention, actions, and behaviors (cognitive flexibility).		
<p>Demonstrates flexibility in thinking and behavior, considers alternatives to solving a problem, and switches approaches (e.g., when gluing colored paper on a cardboard creation and the glue keeps dripping off, switches to tape).</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library

New Mexico Standards	Waterford Digital Activities	Waterford Resources
2. COMMUNICATION, LANGUAGE, AND LITERACY		
Subdomain 2.1. Listening and Communicating		
2.1.A The child attends and responds to others in joint attention.		
Participates in extended reciprocal interactions that include turn-taking and shared conversations with various adults and children, showing a depth of understanding on a variety of complex topics (e.g., works with a peer to recreate a story using animal figures)	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.,	<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
2.1.B The child listens and/or attends demonstrating understanding of language.		
Demonstrates understanding of more complex language structures, by responding appropriately to multi-part questions and making connections between related ideas (e.g., when asked why their favorite book is 'Lucia the Luchadora,' the child responds, 'because she wears a cool mask!').	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.,	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
2.1.C The child develops the capacity to communicate using speech (in English and/or their native language), nonverbal gestures, and/or sign language.		
Communicates using more complex speech in their home language, English, and/or sign language for a variety of purposes related to real experiences and different members of their family and community.	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.,	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation

New Mexico Standards	Waterford Digital Activities	Waterford Resources
2.1.D The child understands and uses an expanding vocabulary.		
<p>Uses an increasing variety of words in one or more languages or signs to talk about familiar experiences (like ideas and actions) and to describe interests or sort items (e.g., categorizes and states that hawks and eagles are animals that fly and coyotes and black bears are animals that live on land).</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game
2.1.E The child engages in conversation in their native language, English, and/or sign language.		
<p>Actively participates in more complex conversation through initiating, responding and elaborating with meaningful questions and responses (e.g., a child using an assistive technology device can respond to multiple questions asked by a teacher by navigating to different pages on their talker or another child says 'Quiero más arroz por favor').</p>	<p>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.,</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game
2.1.F The child uses conventions of language in one or more languages (grammar).		
<p>Constructs more complex sentences that include multiple clauses, and makes references to future and past events (e.g., says 'I went to my cousin's birthday party at the farm and saw sheep and horses').</p>	<p>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.,</p>	<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please

New Mexico Standards	Waterford Digital Activities	Waterford Resources
2.2. Foundational Literacy		
2.2.A The child demonstrates an understanding of print awareness.		
<p>Understands that symbols, pictures, signs, and printed words convey meaning and develops an increasing understanding of the meaning carried by each, including differentiating types of script for different languages if the child is a multilingual learner (e.g., can identify different Pashto characters and begins to understand what they mean).</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 82 Letters Make Words
2.2.B The child understands print conventions.		
<p>Demonstrates knowledge of print conventions and book use by orienting books properly, identifies key features like the title page, and shows understanding of directionality by tracking print from left to right and top to bottom, navigates pages in order (e.g., says 'read 'Hungry Caterpillar' please' and turns to the strawberry page of the book).</p>	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 82 Letters Make Words

New Mexico Standards	Waterford Digital Activities	Waterford Resources
2.2.C The child develops phonological awareness (an understanding that words are made up of sounds).		
<p>Displays an understanding that spoken language can be analyzed, manipulated and blended using words, syllables and individual sounds (e.g., can identify and clap out the syllables such as 'di-no-saur' or 'yel-low' or 'go').</p>	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Blend Spoken Syllables • Initial Sound • Right Initial Sound • Blend Onset/Rime Sounds • Segment Onset/Rime • Blend Phonemes • Blend Every Sound (Phonemes) • Blending Dragon • Blending Riddles • Stick 'n' Spell 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Name Syllable • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ • Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime • Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/ • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/ • Unit 7, Pg. 206 Listening Activity: Blending • Food Phonemes • Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/ • Unit 7, Pg. 230 Blending Phonemes: BINGO
2.2.D The child participates in rhyming and word play.		
<p>Recognizes and produces rhyming sounds and words.</p>	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • Finish the Picture • One Doesn't Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race

New Mexico Standards	Waterford Digital Activities	Waterford Resources
2.2.E The child can identify letters in English and other alphabetic languages.		
Correctly matches many letter names (some in uppercase and lowercase) to their printed form.	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Letters Introduction • Letter Trace • Name that Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
2.2.F The child learns letter-sound correspondence in English and other alphabetic languages.		
Accurately identifies and/or produces sounds associated with several letters or characters.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/ • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/
2.3. Foundational Reading		
2.3.A The child demonstrates an interest in literacy activities (e.g., community and cultural knowledge experiences, storytelling, read-alouds, chanting, singing, engaging with books, and writing).		
Shows growing interest and participation in literacy activities for longer periods and with increasing independence (e.g., shows initiative during block play by bringing paper and pencils to sketch out a building plan).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.), 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
2.3.B The child demonstrates story comprehension.		
Demonstrates comprehension of key story elements, such as characters, events, and their sequence, and applies this understanding to anticipate what might happen next	<ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Picture Clues • Describe Characters 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 8 Morning Message <p><i>Family Resources in English or Spanish</i></p> <ul style="list-style-type: none"> • Sum Up: Remember Order

New Mexico Standards	Waterford Digital Activities	Waterford Resources
2.3.C The child demonstrates emergent reading behaviors.		
<p>Recognizes more familiar symbols and/or print and may be able to 'read' (identify) simple words, predictable text, environmental print, and signs adjusting the tone and volume to follow along (e.g., uses different voices for different characters in the book 'How Do You Hug a Porcupine?' by Laurie Isop or can identify peer names when printed).</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace • Alphabet Introduction • Print Concepts • Letters Make Words • Distinguish Letters 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 127 Dramatic Play: Construction Site
2.4. Foundational Writing		
2.4.A The child understands writing as a form of communication and recording information.		
<p>Expresses ideas and thoughts and can add details in their drawing and writing for the purposes of communication or recording information (e.g., creates a book about their pet with drawings on each page and dictates text for an adult to write, then 'reads' it back to friends).</p>		<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Unit 2, Pg. 242 Dramatic Play: Pet Store • Journal Activities
2.4.B The child develops awareness and representation of their own identity through name recognition and writing.		
<p>Writes first name independently (may still be developing proper letter formation; recognizes and identifies first letters of family members' and friends' names).</p>	<ul style="list-style-type: none"> • Name Game • Letter Trace 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters

New Mexico Standards	Waterford Digital Activities	Waterford Resources
3. PHYSICAL DEVELOPMENT AND HEALTH		
3.1. Daily Routines, Health and Nutrition		
3.1.A The child displays self-help skills in daily routines.		
Engages in a variety of behaviors outside in the cold, cleans up without being prompted, gets white cane before lining up to go outside, finds a fidget toy to use before joining large group.	<ul style="list-style-type: none"> • Songs: Health • Books: Whatever the Weather; The Germs • Avoid Germs and Prevent Illness • Teeth 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 243 What Should I Wear?
3.1.B The child explores a variety of healthy foods.		
Eats a diverse variety of foods and understands that different types of food contribute to growth and health (e.g., jerky, watermelon, talks/signs/uses speech generating device about building strong bones.)	<ul style="list-style-type: none"> • Songs: Health • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Snack • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 216 Chicka Chicka Boom Book Snack
3.1.C The child develops an understanding of healthy lifestyle choices.		
Demonstrates an understanding of healthy lifestyle choices (e.g., talks about vegetables being good for the body, communicates a need for rest).	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Healthy Food • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga)

New Mexico Standards	Waterford Digital Activities	Waterford Resources
3.1.D The child develops an understanding of safe behaviors.		
Independently applies safety knowledge across settings (e.g., moves obstacles from walkways, reminds peers to walk indoors, uses scissors safely).	<ul style="list-style-type: none"> • Songs: Sun Blues • Lightning Safety 	<ul style="list-style-type: none"> • Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 3, Pg. 337 Emergency! • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
3.2. Fine Motor		
3.2.A The child develops fine motor control and coordination.		
Uses tools that require eye hand coordination (e.g., uses writing tools in pincer grasp to draw, write and make letter-like shapes and/ or letters, strings beads).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes • Unit 4, Pg. 43 Capital Letter Scrapbook
3.2.B The child develops fine motor skills for writing.		
Draws with a variety of mark making materials on surfaces.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 1, Pg. 56 Writing Letter A • Visual Arts Activities • Journal Activities

New Mexico Standards	Waterford Digital Activities	Waterford Resources
3.3. Large Motor		
3.3.A The child uses gross motor control independently, including balance, spatial awareness, and stability.		
<p>Uses large muscle coordination to engage in complex and varied motor tasks (e.g., balances on a beam, kicks a ball while running, hops on one foot, is able to steer wheelchair up and down the accessibility ramp).</p>	<ul style="list-style-type: none"> • Books: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
3.4. Sensory Integration		
3.4.B The child uses sensory information to guide movements and explore.		
<p>Integrates sensory information using perceptual cues about objects and body positioning to solve problems and perform increasingly complex activities, independently uses learned sensory strategies across different activities (e.g., a child who needs movement breaks takes walking breaks during tabletop activities, adjusts body position to fit through a tunnel)</p>	<ul style="list-style-type: none"> • Books: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
4. RELATIONSHIPS AND SOCIAL EMOTIONAL DEVELOPMENT		
4.1. Emotional Self-Regulation		
Standard 4.1.A The child demonstrates self-awareness.		
<p>Demonstrates confidence by making decisions, sharing preferences, and showing belief in their ability to complete tasks and embrace new challenges (e.g., excited to volunteer as lunch helper by helping to set the table).</p>	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 141 I Am, I Can • Unit 4, Pg. 26 Journal Prompt: I feel...

New Mexico Standards	Waterford Digital Activities	Waterford Resources
4.1.B The child demonstrates emotional development and expression.		
<p>Adjusts to different socially and culturally accepted situations and unfamiliar environments by responding with appropriate emotions and behaviors (e.g., uses an inside voice when visiting the museum on a field trip).</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>	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
4.1.C The child develops emotional regulation.		
<p>Demonstrates the ability to regulate and express emotions appropriately across different settings, including coping with separations and transitions (e.g., can choose tools and strategies such as deep breathing, looking at family photos, or sensory input to help process their emotions and return to a regulated state).</p>	<ul style="list-style-type: none"> • Do I Have To? • Lost Dinosaur • Squirrel's Blocks • Papa's Thumb • Where's Papa? • Lost and Found • Broken Vase • Come Inside • Soup's On 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 7, Pg. 139 Painting My Feelings
4.1.D The child demonstrates personal responsibility.		
<p>Understands and accepts the results of their own behavior and actions (e.g., says or signs 'I'm sorry' and gives back a toy after taking it from another child).</p>	<ul style="list-style-type: none"> • Broken Lamp • Baby's Ball 	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Consequences Cards

New Mexico Standards	Waterford Digital Activities	Waterford Resources
4.2. Identity, Belonging, and Community		
4.2.A The child develops an understanding of their identity and belonging in relation to their family, culture, and community.		
Expresses cultural influences from home, neighborhood, and broader community (e.g., speaks proudly about attending their community’s ceremony and the regalia that they wore).	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
4.2.B The child develops a sense of social awareness and inclusion of others in their learning community.		
Communicates personal needs and stands up for their and others’ rights, shows confidence and ability to take action— independently or with others—against bias and discrimination (i.e., after reading the book ‘We Are Water Protectors’ by Carole Lindstrom, children want to make signs advocating for water rights or stands up for a peer who is being excluded from play).	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.	<ul style="list-style-type: none"> Unit 2, Pg. 202 Kind Kids Unit 5, Pg. 238 Friends Use Kind Words
4.2.C The child demonstrates knowledge of their community.		
Understands how their community functions, identifies different community roles, seeing themselves as active members (e.g., asks about the farrier and the veterinarian coming down to see the horses on the neighbor’s ranch and wants to help feed the horses when the veterinarian visits).		<ul style="list-style-type: none"> Unit 1, Pg. 133 Farmer in the Dell: Word Mixup Unit 3, Pg. 345 Which Hat Is Best? Unit 6, Pg. 69 Dramatic Play: Post Office Unit 7, Pg. 168 Dramatic Play: Dentist’s Office <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> Community Helpers

New Mexico Standards	Waterford Digital Activities	Waterford Resources
4.2.D The child develops a sense of rights and responsibilities within a democratic society (civics).		
Identifies and describes fairness and unfairness, helps make collaborative group choices, and can explain why the group choice is fair (e.g., 'everyone got to vote' on what book to read at closing circle).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 48 Flag on the Moon • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem
4.3. Relationships with Adults		
4.3.A The child engages and interacts with adults		
Seeks support from familiar and unfamiliar adults and responds positively to their guidance and direction (e.g., when visiting the local bakery with their family, the child can point out or verbalize to the baker what they would like and follows directions from community helpers like librarians or store clerks).		<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Lots of Feelings
4.3.B The child develops relationships of mutual trust and respect with adults.		
Demonstrates ability to engage in reciprocal interactions and builds meaningful connections with various adults, including family, extended family, and community members (e.g., engages in conversations with family friends during community events, sharing stories and asking questions).	<ul style="list-style-type: none"> • My Family • Find Me! • Where's Papa? • Lost and Found 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 75 Grown-Up Manners

New Mexico Standards	Waterford Digital Activities	Waterford Resources
4.4. Relationships with Children		
4.4.A The child engages and interacts with other children.		
<p>Demonstrates growing respect by acknowledging others' feelings and responding with kindness and consideration (e.g., makes a card and asks a teacher to write, 'Happy Birthday!' for their friend or reports to an adult when a peer is in distress).</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
4.4.B The child develops relationships of mutual trust and respect with other children.		
<p>Demonstrates growing respect by acknowledging others' feelings and responding with kindness and consideration (e.g., makes a card and asks a teacher to write, 'Happy Birthday!' for their friend or reports to an adult when a peer is in distress).</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
4.4.C The child works cooperatively with other children.		
<p>Demonstrates communication and problem-solving skills by expressing preferences, resolving conflicts constructively, and working cooperatively within a peer group (e.g., when building with magnetic tiles, two children both want to place the final piece and decide to each hold one end and place it together).</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words

New Mexico Standards	Waterford Digital Activities	Waterford Resources
5. THINKING, REASONING, AND KNOWLEDGE		
5.1. Mathematical Thinking		
5.1.A The child develops a sense of numbers and demonstrates early knowledge of counting.		
<p>Create small sets using one-to-one correspondence and shows understanding that numbers represent 'how many' (cardinality) (e.g., counts and correctly states/signs 'I have three carrots' at snack time).</p>	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • One-to-one Correspondence • Number Counting 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle
5.1.B The child recognizes and names basic shapes.		
<p>Recognizes, matches, and names/signs simple shapes varying in size (e.g., points to triangles in a picture book and says/signs 'triangle—big triangle and little triangle').</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Simple Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 28 Classroom Block Play
5.1.C The child recognizes spatial concepts.		
<p>Uses spatial vocabulary to describe relative positions and follows spatial directions involving their body (e.g., 'sit next to Sarah' or 'put the book on top of the shelf').</p>	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On

New Mexico Standards	Waterford Digital Activities	Waterford Resources
5.1.D The child demonstrates an understanding of measurement.		
<p>Demonstrates knowledge of measurement (e.g., uses different objects or parts of the body to ‘measure’ the length of an object ‘this tower is as tall as my shoulder’).</p>	<ul style="list-style-type: none"> • Songs: Measuring Plants • Nonstandard Units of Lengths • Length • Heavy and Light • Tall and Short • Capacity 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
5.1.E The child sorts, compares, and creates patterns with objects.		
<p>Recognizes and creates simple alternating patterns (e.g., ‘I put two blue blocks, then three red blocks, then two blue blocks, and three red blocks—I am making a pattern!’).</p>	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns
5.2. Science, Technology, and Engineering		
5.2.A The child investigates the physical and natural worlds.		
<p>Explores, observes, and describes a variety of living things and how they change over time (e.g., investigates leaves as they decompose).</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 3, Pg. 296 We Are All Growing
5.2.B The child recognizes their actions impact the environment.		
<p>Recognizes the importance of conserving resources like water (e.g., does not leave water running).</p>	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 3, Pg. 347 Where Does Our Water Come From?

New Mexico Standards	Waterford Digital Activities	Waterford Resources
5.2.C The child uses senses and tools to investigate objects and identify solutions.		
Uses various tools to gather information (e.g., uses a magnifying glass to view lines in a rock).	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Measurement Tools • Weather Tools 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 6, Pg. 18 Listening To My Body
5.2.D The child develops an understanding of cause and effect.		
Predicts actions based on cause and effect, engaging in the scientific method (e.g., when I put the ball on a ramp it rolls).	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Experiment 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
5.2.E The child designs builds, and tests solutions to solve problems.		
Designs, tests, and modifies solutions through multiple attempts and collaboration with peers (e.g., works with friends to build a fort using blankets and chairs, tries different configurations when the first design doesn't work)	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Tools • Science Investigation • Experiment 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation

Pre-Reading

Sing a Rhyme Songs & Books

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

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

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

Early Readable Books

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

Basic Reading

Traditional Tales & Stories

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

Informational Books

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

Readable Books

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

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

Fluent Reading

Read-Along Books

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

Informational Books

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

Readable Books

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

Readable Story Sentences

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



Support

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

Pre-Math and Science

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

Basic Math and Science

Math and Science Books

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

Fluent Math and Science

Math and Science Books

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



Support

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

Research-Driven Development

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

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

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

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

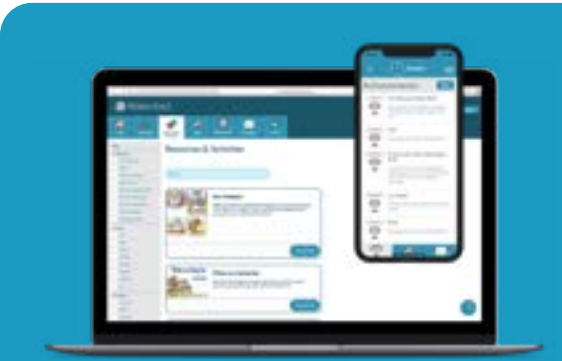
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

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

Phonological Awareness Letters

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



Waterford Family

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

Spanish Family Engagement Resources

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Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

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

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

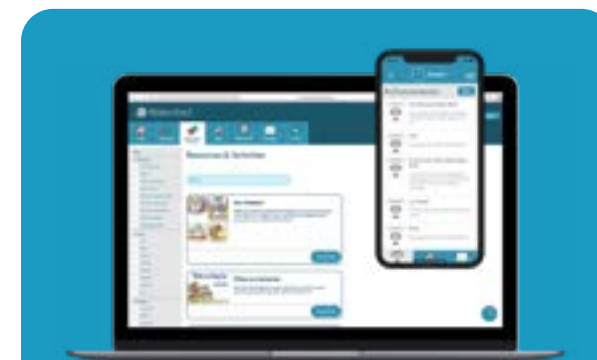
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

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

Phonological Awareness Letters

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



Waterford Family

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