



# Curriculum

## May 2026

**100%**  
Correlation

**Waterford  
Early Learning**

**Louisiana Early  
Learning and  
Development  
Standards (ELDS)  
Four-Year-Olds 2023**

*\*Correlation content includes a sampling of Waterford Digital Activities and Resources*

This document provides a detailed correlation of **Waterford Early Learning to Louisiana Early Learning and Development Standards (ELDS) Four-Year-Olds**.

## Correlation Description

This document aligns Louisiana Early Learning and Development Standards (ELDS) to Waterford.org's digital activities and supporting resources.

### Waterford Digital Activities

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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<b>APPROACHES TO LEARNING (AL)</b>		
<b>INITIATIVE AND CURIOSITY</b>		
<b>Standard AL 1: Children engage in multiple and varied play-based experiences</b>		
<p><b>AL 1.1.4</b> Seek out and engage with unfamiliar objects, materials, and experiences.</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Perfect Present</li> <li>• Part Time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> </ul>
<p><b>AL 1.2.4</b> Seek information and contribute to discussions about a variety of new topics, ideas, and activities.</p>	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> </ul>	
<p><b>AL 1.3.4</b> Complete multi-step tasks independently.</p>	<p>Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 1</a>, Pg. 34 Counting and Attendance</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>ATTENTION, ENGAGEMENT, AND PERSISTENCE</b>		
<b>STANDARD AL 2: Children engage in activities and tasks with attention, focus, and persistence.</b>		
<p><b>AL 2.1.4</b> Maintain focus on adult-directed activities with adult support.</p>	<p>Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD AL 2: Children engage in activities and tasks with attention, focus, and persistence continued.</b>		
<p><b>AL 2.2.4</b> Persist with a challenging task despite interruptions and disruptions.</p>	<p>Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<p><b>AL 2.3.4</b> Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, “I want to play doctor after breakfast. Liam is going to play with me.”, and then does so after eating).</p>	<p>Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow me instruction.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Gook Friends Activity: I’m a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>PROBLEM-SOLVING</b>		
<b>STANDARD AL 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems</b>		
<p><b>AL 3.1.4</b> Make predictions and explain reasoning.</p>	<ul style="list-style-type: none"> <li>• Songs: Gravity</li> <li>• Gravity</li> <li>• Push and Pull</li> <li>• Evaporation</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 148, Ten Little Goldfish</li> <li>• <a href="#">Unit 3</a>, Pg. 344 The Water Cycle: Part 2</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Water for Plants <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Light for Plants <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<p><b>AL 3.2.4</b> Apply prior knowledge and experiences to complete new tasks and solve new problems.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
<p><b>AL 3.3.4</b> Communicate the steps used to solve problems and/or accomplish tasks.</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"> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>MATHEMATICS (CM)</b>		
<b>Knowledge of Numbers</b>		
<b>STANDARD CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.</b>		
<p><b>CM 1.1.4</b> Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.</p>	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Count On</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> <li><a href="#">Unit 2</a>, Pg. 243 Central Park Board Game</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>Racing Squirrels Counting Game <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Shape Count <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<p><b>CM 1.2.4</b> Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.</p>	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> <li><a href="#">Unit 2</a>, Pg. 243 Central Park Board Game</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>Racing Squirrels Counting Game <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Shape Count <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<p><b>CM 1.3.4</b> Tell how many objects are in a group by giving the last number counted (cardinality).</p>	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Number Instruction</li> <li>Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> <li><a href="#">Unit 2</a>, Pg. 243 Central Park Board Game</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>
<p><b>CM 1.4.4</b> Recognize and name the number of items in a small set (up to five) without counting (subitizing).</p>	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>One-to-one Correspondence</li> <li>Moving Target (Dots)</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 150 Arrange and Count 4</li> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> <li><a href="#">Unit 2</a>, Pg. 218 Group Five Pets</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities <i>continued</i>.</b>		
<p><b>CM 1.5.4</b> Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Books: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Match</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li>• <a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> </ul>
<p><b>CM 1.6.4</b> Identify written numerals 0-10 by name and match each to counted objects.)</p>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• One-to-one Correspondence</li> <li>• Match Numbers</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> </ul>
<p><b>CM 1.7.4</b> Read and write some numerals up to 10.</p>	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> <li>• <a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> </ul>
<p><b>CM 1.8.4</b> Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third).</p>	<ul style="list-style-type: none"> <li>• Songs: Monster Trucks; Positioning</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• First, Next, Last</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 304 Farmer Mash</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• First, Middle, Last <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• <a href="#">Position Words English</a>   <a href="#">Spanish</a></li> </ul>
<b>PATTERNS AND OPERATIONS</b>		
<b>STANDARD CM 2: Children demonstrate knowledge of patterns and operations.</b>		
<p><b>CM 2.1.4</b> Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle).</p>	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 38 AB Pattern Garden</li> <li>• <a href="#">Unit 4</a>, Pg. 48 ABB Cereal Necklaces</li> <li>• <a href="#">Unit 4</a>, Pg., 59 ABC Patterns</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD CM 2: Children demonstrate knowledge of patterns and operations <i>continued</i>.</b>		
<p><b>CM 2.3.4</b> Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).</p>	<ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 83 Ten Frame Game</li> <li>• <a href="#">Unit 7</a>, Pg. 247 How Many Are Hiding?</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Add Groups <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>MEASUREMENT</b>		
<b>STANDARD CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.</b>		
<p><b>CM 3.1.4</b> Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.</p>	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Large and Small Toys</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
<p><b>CM 3.2.4</b> Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).</p>	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
<p><b>CM 3.3.4</b> Compare and order a small set of objects using measurable terms (e.g., length, weight).</p>	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons <i>continued</i>.</b>		
<b>CM 3.4.4</b> Describe the purpose of simple measurement tools.	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Measurement Tools</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
<b>CM 3.5.4</b> Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Length</li> <li>• Measurement Tools</li> <li>• Nonstandard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> </ul>
<b>SHAPES AND SPATIAL RELATIONSHIPS</b>		
<b>STANDARD CM 4: Children identify shapes and their properties, and describe the positions of objects in space</b>		
<b>CM 4.2.4</b> Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li>• <a href="#">Unit 3</a>, Pg. 299 Triangles</li> <li>• <a href="#">Unit 3</a>, Pg. 321 Circles</li> <li>• <a href="#">Unit 3</a>, Pg. 368 Shape Mural</li> <li>• <a href="#">Unit 3</a>, Pg. 377 Shape Hunt</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Shape Count <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>CM 4.3.4</b> Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes</li> <li>• Books: The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Solid Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li>• <a href="#">Unit 3</a>, Pg. 299 Triangles</li> <li>• <a href="#">Unit 3</a>, Pg. 368 Shape Mural</li> <li>• <a href="#">Unit 3</a>, Pg. 377 Shape Hunt</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Shape Count <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>CM 4.4.4</b> Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).		<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li>• <a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD CM 4: Children identify shapes and their properties, and describe the positions of objects in space <i>continued</i></b>		
<p><b>CM 4.5.4</b> Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind).</p>	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li>• <a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
<b>SCIENCE (CS): SCIENTIFIC INQUIRY</b>		
<b>STANDARD CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.</b>		
<p><b>CS 1.1.4</b> Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; I Want to Be a Scientist Like Jane Goodall</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 1</a>, Pg. 84 What Do You See?</li> <li>• <a href="#">Unit 1</a>, Pg. 86 Excellent Eyes</li> <li>• <a href="#">Unit 1</a>, Pg. 105 Pouring Sounds</li> <li>• <a href="#">Unit 1</a>, Pg. 152 Slime!</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 2</a>, Pg. 165 Safe Smelling</li> <li>• <a href="#">Unit 2</a>, Pg. 195 Taste and Smell Snack Activity</li> <li>• <a href="#">Unit 2</a>, Pg. 196 Sweet, Sour, Bitter, Salty</li> </ul>
<p><b>CS 1.2.4</b> Conduct scientific investigations and simple experiments.</p>	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Water for Plants <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Light for Plants <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world <i>continued</i>.</b>		
<p><b>CS 1.3.4</b> Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs).</p>	<ul style="list-style-type: none"> <li>• Songs: Gravity; The Scientific Method; Pollution Rap; Seasons</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 342 The Water Cycle: Part 1</li> <li>• <a href="#">Unit 3</a>, Pg. 346 The Water Cycle: Part 2</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 175 Ant Farm Extension</li> <li>• <a href="#">Unit 5</a>, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
<b>SOCIAL STUDIES (CSS)</b>		
<b>STANDARD CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.</b>		
<p><b>CSS 1.1.4</b> Communicate events, activities, and people from the past.</p>	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
<p><b>CM 1.2.4</b> Identify familiar landmarks in their community (e.g., fire station, post office).</p>		<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 230 Dramatic Play: Library</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<p><b>CSS 1.3.4</b> Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 225 Where We Are</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community</b>		
<p><b>CSS 2.1.4</b> Describe familiar elements of one's family, community, and traditions.</p>	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• My Family</li> <li>• Soup's On!</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li>• <a href="#">Unit 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
<p><b>CSS 2.2.4</b> Identify responsibilities of self and others in school, home, and community</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>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 2</a>, Pg. 240 I'm Responsible</li> <li>• <a href="#">Unit 3</a>, Pg. 268 We All Love Our Families</li> <li>• <a href="#">Unit 3</a>, Pg. 326 We All Have Jobs</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<p><b>CSS 2.3.4</b> Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school).</p>	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> <li>• <a href="#">Unit 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
<b>CREATIVE ARTS (CCA)</b>		
<b>MUSIC AND MOVEMENT</b>		
<b>STANDARD CCA 1: Children engage in multiple and varied music and movement experiences</b>		
<p><b>CCA 1.1.4</b> Express thoughts and feelings through dance and movement with increasing spatial awareness.</p>	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Music and Dance Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play Music Shop</li> <li>• <a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 7</a>, Pg. 187 Pathways in Space</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD CCA 1: Children engage in multiple and varied music and movement experiences <i>continued</i></b>		
<p><b>CCA 1.2.4</b> Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.</p>	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>VISUAL ARTS</b>		
<b>STANDARD CCA 2: Children engage in multiple and varied visual arts experiences.</b>		
<p><b>CCA 2.1.4</b> Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture).</p>	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Eric Carle Paintings</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Illustration Investigation</li> <li>• Visual Arts Activities</li> </ul>
<p><b>CCA 2.2.4</b> Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Eric Carle Paintings</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>DRAMATIC PLAY</b>		
<b>STANDARD CCA 3: Children engage in multiple and varied forms of dramatic play.</b>		
<p><b>CCA 3.1.4</b> Participate in dramatic play to express thoughts, feelings and creativity.</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>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 2</a>, Pg. 216 Dramatic Play: Laundromat</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 5</a>, Pg. 134 Dinosaur Dig</li> <li>• <a href="#">Unit 7</a>, Pg. 134 Dramatic Play: Architect's Office</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
<p><b>CCA 3.2.4</b> Represent a character by using voice inflections and facial expressions.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<p><b>CCA 3.3.4</b> Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>LANGUAGE AND EARLY LITERACY DEVELOPMENT</b>		
<b>Language Development (LD): Receptive Communication</b>		
<b>STANDARD LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.</b>		
<p><b>LD 1.2.4</b> Respond to complex statements, questions, and other communication that include multiple phases and ideas.</p>	<p>Waterford's Social emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen, participate, and take turns speaking.</p>	
<p><b>LD 1.3.4</b> Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites. Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.</p>	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> </ul>
<p><b>LD 1.4.4</b> Follow detailed directions that involve multiple steps (e.g. "Get the sponge, dampen it with water, and clean your table top).</p>	<p>While interacting with Waterford, children listen to and follow multi-step directions</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>Language Development (LD): Expressive Communication</b>		
<b>STANDARD LD 2: Communicate with others to express self.</b>		
<p><b>LD 2.1.4</b> Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li>• <a href="#">Unit 3</a>, Pg. 304 Farmer Mash</li> <li>• <a href="#">Unit 4</a>, Pg. 117 Giraffes Can Dance!</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 6</a>, Pg. 24 Fingerprints: Same or Different?</li> </ul>
<p><b>LD 2.2.4</b> Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<p><b>LD 2.3.4</b> Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> <li>• <a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li>• <a href="#">Unit 3</a>, Pg. 304 Farmer Mash</li> <li>• <a href="#">Unit 4</a>, Pg. 117 Giraffes Can Dance!</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 6</a>, Pg. 24 Fingerprints: Same or Different?</li> </ul>
<p><b>LD 2.4.4</b> Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.</p>	<p>Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Dramatic Play Activities</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD LD 2: Communicate with others to express self <i>continued</i>.</b>		
<p><b>LD 2.5.4</b> Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors. Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives and regular and irregular past tense verbs, most of the time.</p>	<ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>Language Development (LD): Social and Conversational Rules</b>		
<b>STANDARD LD 3: Children use social and conversational rules.</b>		
<p><b>LD 3.1.4</b> Initiate communication with peers by asking questions or using verbal cues.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> <li>• <a href="#">Unit 7</a>, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<p><b>LD 3.2.4</b> Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> <li>• <a href="#">Unit 7</a>, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD LD 3: Children use social and conversational rules <i>continued</i>.</b>		
<p><b>LD 3.3.4</b> Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• <a href="#">Unit 7</a>, Pg. 184 Consequence Game</li> <li>• <a href="#">Unit 7</a>, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequence Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<p><b>LD 3.4.4</b> Speak in full sentences that are grammatically correct within their home language most of the time.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	
<b>Early Literacy (EL): Phonological Awareness</b>		
<b>Standard EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.</b>		
<p><b>EL 1.1.4</b> Identify and produce rhyming words.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 51 Fancy Rhyming</li> <li>• <a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 2</a>, Pg. 174 Mother, Mother, I Am III: Rhyme Discrimination</li> </ul>
<p><b>EL 1.2.4</b> Identify the initial sound in a spoken word with guidance and support.</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<p><b>EL 1.3.4</b> Segment spoken sentences into individual words.</p>	<ul style="list-style-type: none"> <li>• Segment Spoken Sentences</li> </ul>	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>Standard EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds <i>continued</i>.</b>		
<b>EL 1.4.4</b> Identify syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Listening Activity: Fast Syllables</li> </ul>
<b>EL 1.5.4</b> Blend a sequence of spoken syllables to produce words.	<ul style="list-style-type: none"> <li>• Identify Compound Words</li> <li>• Syllable Deletion With Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• <a href="#">Unit 5</a>, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> </ul>
<b>EL 1.6.4</b> Blend onsets and rimes of single syllable spoken words with guidance and support.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Blend Onset/Rime Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 4 Listening Activity: Action Words Onset-Rime</li> <li>• <a href="#">Unit 6</a>, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• <a href="#">Unit 6</a>, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime</li> <li>• <a href="#">Unit 6</a>, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> <li>• <a href="#">Unit 6</a>, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• <a href="#">Unit 6</a>, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> </ul>
<b>Early Literacy (EL): Print Concepts</b>		
<b>STANDARD EL 2: Children demonstrate knowledge of books and how print conveys meaning.</b>		
<b>EL 2.1.4</b> Recognize and name pictures, symbols, and logos in the environment.	<ul style="list-style-type: none"> <li>• Words in your World</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 39 Story Time Activity</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD EL 2: Children demonstrate knowledge of books and how print conveys meaning <i>continued</i>.</b>		
<p><b>EL 2.2.4</b> Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual letters.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> <li>• <a href="#">Unit 1</a>, Pg. 23 Morning Message</li> </ul>
<p><b>EL 2.3.4</b> Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page). Describe the role of the author and illustrator of a text.</p>	<p>Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.</p>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 39 Story Time Activity</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
<p><b>EL 2.4.4</b> Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Early Readable Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 38 Illustration Investigation</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Storytelling Festival</li> <li>• Story Time Activities</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>Early Literacy (EL): Alphabet Awareness</b>		
<b>STANDARD EL 3: Children recognize and identify letters and make letter-sound connections.</b>		
<p><b>EL 3.1.4</b> Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound</li> <li>• Letters Introduction</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 1</a>, Pg. 22 Name Song</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> <li>• <a href="#">Unit 4</a>, Pg. 46 Lowercase Letters</li> </ul>
<p><b>EL 3.2.4</b> Identify or produce the sound of many recognized letters.</p>	<ul style="list-style-type: none"> <li>• Songs: Mama Squirrel Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels;</li> <li>• Consonants</li> <li>• Sound Song</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 1</a>, Pg. 17 Llama Llama Sounds</li> <li>• <a href="#">Unit 1</a>, Pg. 118 Sound Order</li> <li>• <a href="#">Unit 2</a>, Pg. 194 Jack and Jill Rhyme Discrimination</li> <li>• <a href="#">Unit 2</a>, Pg. 199 Rhyme Race</li> <li>• <a href="#">Unit 4</a>, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> </ul>
<p><b>EL 3.3.4</b> Recognize their own name and some common words in print.</p>	<ul style="list-style-type: none"> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 22 Name Song</li> <li>• <a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li>• <a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Name Writing <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>Early Literacy (EL): Comprehension</b>		
<b>STANDARD: EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.</b>		
<p><b>EL 4.1.4</b> Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• <a href="#">Unit 6</a>, Pg. 89 Storytelling Festival</li> </ul>
<p><b>EL 4.2.4</b> Describe some key details from familiar stories, such as characters, setting, and/or major events.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
<p><b>EL 4.3.4</b> Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.</p>	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• What Comes Next?</li> <li>• Peek at the Story</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 150 What Doesn't Belong?</li> </ul>
<p><b>EL 4.4.4</b> Recall their own experiences that relate to events and information from stories or informational texts</p>	<ul style="list-style-type: none"> <li>• Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 39 Story Time Activity</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• <a href="#">Unit 5</a>, Pg. 212 Jumbled: finding J Words and Letter Sound /j/</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD: EL 4: Children show interest in and gain understanding from a variety of early literacy experiences <i>continued</i>.</b>		
<p><b>EL 4.5.4</b> Analyze and reason about stories and other text with guidance and support during shared reading experiences.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Early Readable Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Ask a Question</li> <li>• What Comes Next?</li> <li>• Peek at the Story</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 150 What Doesn't Belong?</li> </ul>
<p><b>EL 4.6.4</b> Recognize differences between stories/ make believe, information text, and poetry.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Early Readable Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	
<b>Early Literacy (EL): Emergent Writing</b>		
<b>STANDARD EL 5: Children write and draw to express their ideas, using some letters and print conventions.</b>		
<p><b>EL 5.1.4</b> Use writing for a variety of purposes to convey meaning.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 56 Pencil Grip</li> </ul>
<p><b>EL 5.2.4</b> Write some letters of meaningful words such as their name, using lette</p>	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li>• <a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• <a href="#">Unit 1</a>, Pg. 74 Name Magnetsl</li> </ul>
<p><b>EL 5.3.4</b> Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g.,moving from left to right when writing;leaving space between some groups of letters).</p>	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li>• <a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> <li>• <a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• <a href="#">Unit 1</a>, Pg. 74 Name Magnetsl</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> <li>• <a href="#">Unit 1</a>, Pg. 127 Dramatic Play: Construction Site</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD EL 5: Children write and draw to express their ideas, using some letters and print conventions <i>continued</i>.</b>		
<p><b>EL 5.4.4</b> Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.</p>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Story Time Activities</li> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> </ul>
<b>PHYSICAL DEVELOPMENT (PD)</b>		
<b>Gross Motor Skills</b>		
<b>STANDARD PD 1: Children demonstrate large muscle control and coordination.</b>		
<p><b>PD 1.1.4</b> Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.</p>	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
<p><b>PD 1.2.4</b> Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.</p>	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> <li>• Yoga Poster</li> </ul>
<p><b>PD 1.3.4</b> Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls).</p>	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
<p><b>PD 1.4.4</b> Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.</p>	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>Fine Motor Skills</b>		
<b>STANDARD PD 2: Children demonstrate small muscle control and coordination.</b>		
<p><b>PD 2.1.4</b> Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.</p>	<p>The use of Waterford course ware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul>
<p><b>PD 2.2.4</b> Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control.</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination skills.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 1</a>, Pg. 56 Writing Letter A</li> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul>
<b>HEALTHY BEHAVIORS</b>		
<b>STANDARD PD 3: Children will demonstrate healthy and safe behaviors.</b>		
<p><b>PD 3.1.4</b> Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness.</p>	<ul style="list-style-type: none"> <li>• Books: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD PD 3: Children will demonstrate healthy and safe behaviors <i>continued</i>.</b>		
<p><b>PD 3.2.4</b> Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.</p>	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• My Healthy Plate <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<p><b>PD 3.3.4</b> Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult’s hand when crossing the street, walk rather than run when indoors).</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 334 Tuesday Story: Call For Help</li> <li>• <a href="#">Unit 3</a>, Pg. 337 Emergency!</li> <li>• <a href="#">Unit 3</a>, Pg. 373 Trusted Adults</li> <li>• <a href="#">Unit 6</a>, Pg. 66 Good Friends Activity: I’m in Charge of My Body</li> <li>• <a href="#">Unit 6</a>, Pg. 117 Digital Safety</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• <a href="#">Unit 7</a>, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Fire Safety for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<p><b>PD 3.4.4</b> Begin to identify and alert others of potential hazards.</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues</li> <li>• Books: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 334 Tuesday Story: Call For Help</li> <li>• <a href="#">Unit 3</a>, Pg. 337 Emergency!</li> <li>• <a href="#">Unit 3</a>, Pg. 373 Trusted Adults</li> <li>• <a href="#">Unit 6</a>, Pg. 66 Good Friends Activity: I’m in Charge of My Body</li> <li>• <a href="#">Unit 6</a>, Pg. 117 Digital Safety</li> <li>• <a href="#">Unit 7</a>, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• <a href="#">Unit 7</a>, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Fire Safety for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>INTERPERSONAL SKILLS (IS)</b>		
<b>Relationships with Adults</b>		
<b>STANDARD IS 1: Children engage in and maintain positive relationships and interactions with adults.</b>		
<b>IS 1.1.4</b> Demonstrate recognition of familiar adults using multiple and varied actions or words.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> </ul> <i>Family Resources:</i> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>IS 1.2.4</b> Separate from familiar adults in new settings, such as joining other children to play at a birthday party.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> </ul>
<b>IS 1.3.4</b> Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 150 What Doesn't Belong?</li> </ul>
<b>IS 1.4.4</b> Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor's office.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
<b>IS 1.5.4</b> Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>Relationships with Children</b>		
<b>STANDARD IS 2: Children engage in and maintain positive relationships and interactions with other children.</b>		
<p><b>IS 2.1.4</b> Interact or play cooperatively with a small group of children for a sustained period of time, such as working with a group of children to build a house out of blocks.</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><b>IS 2.2.4</b> Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders, such as playing with a toy and then passing the toy to another child who wants it.</p>	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<p><b>IS 2.3.4</b> Demonstrate preference to routinely play with one or more specific children, such as describing another child as their "best friend"</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>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<p><b>IS 2.4.4</b> Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children.</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>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<p><b>IS 2.5.4</b> Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, "I'm playing with these cars, so here is a truck you can use to play."</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"> <li>• <a href="#">Unit 1</a>, Pg. 88 Let's Play</li> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>Self-Esteem</b>		
<b>STANDARD IS 3: Children recognize themselves as individuals and express positive self-esteem.</b>		
<p><b>IS 3.1.4</b> Use words to describe personal physical characteristics (e.g., hair color, eye color).</p>	<ul style="list-style-type: none"> <li>• Books: Mine; Ooey, Goopy Mud</li> <li>• My Family: My Name Is Squirrel</li> <li>• Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<p><b>IS 3.5.4</b> Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes.</p>	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> <li>• Papa's Thumb</li> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 188 Full Buckets</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<p><b>IS 3.6.4</b> Describe oneself using positive terms (e.g., hard worker, good at drawing).</p>	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Rock-a-Bye, Baby Lullaby <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Guess My Rule <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Self-Regulation</b>		
<b>STANDARD IS 4: Children moderate their behavior and respond to the feelings of others.</b>		
<p><b>IS 4.1.4</b> Express strong feelings in a manner that is safe for self and others with occasional adult support, such as telling another child, "I'm mad at you because you don't want to play my game."</p>	<ul style="list-style-type: none"> <li>• Books: : I Hate Peas; Ooey, Goopy Mud; Bad News Shoes; Movin' to the Music Time</li> <li>• My Family</li> <li>• Come Inside</li> <li>• Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 6</a>, Pg. 14 Picturing My Body</li> <li>• <a href="#">Unit 6</a>, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• <a href="#">Unit 7</a>, Pg. 246 I Know</li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD IS 4: Children moderate their behavior and respond to the feelings of others <i>continued</i>.</b>		
<p><b>IS 4.2.4</b> Accurately name one’s own feelings and identify them in various situations, such as a child asking for a hug when feeling sad.</p>	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Papa’s Thumb</li> <li>• Where’s Papa?</li> <li>• Lost and Found</li> <li>• Broken Vase</li> <li>• Come Inside</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 6</a>, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• <a href="#">Unit 7</a>, Pg. 246 I Know</li> </ul>
<p><b>IS 4.3.4</b> Accurately name feelings in others, predict causes, and respond with care and concern (e.g., “He’s sad because someone took his toy. He can have mine.”).</p>	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Musical Mayhem</li> <li>• Papa’s Thumb</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 188 Full Buckets</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<p><b>IS 4.5.4</b> Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts.</p>	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Soup’s On!</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 7 Making Changes</li> <li>• <a href="#">Unit 1</a>, Pg. 29 Reflection and Dismissal</li> <li>• <a href="#">Unit 3</a>, Pg. 350 Friday Story: The Perfect Square</li> </ul>
<p><b>IS 4.6.4</b> Predict consequences of one’s own and others’ actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying.</p>	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Emotion Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
<b>STANDARD IS 4: Children moderate their behavior and respond to the feelings of others <i>continued</i>.</b>		
<p><b>IS 4.7.4</b> Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing</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>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 6 The Listening Rug</li> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 29 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 40 Snack</li> <li>• <a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> <li>• <a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul>
<p><b>IS 4.9.4</b> Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing.</p>	<ul style="list-style-type: none"> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 6 The Listening Rug</li> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 29 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 40 Snack</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel</li> <li>• <a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> <li>• <a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul>
<p><b>IS 4.10.4</b> Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time.</p>	<p>Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 29 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 40 Snack</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> </ul> <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> <li>• Garbage Elves <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Guess My Rule <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Clean Up Together <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

## 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 and 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.](#)

## 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 [→mentor.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 / 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 Has Some Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs

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

Many of these songs are available on the [→Waterford.org YouTube channel](#).

## Weekly Homelink Newsletters

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

## Math Homelink Newsletters

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

## Science Homelink Newsletters

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

## Reading Homelink Newsletters

### Alphabet Knowledge Comprehension and Vocabulary

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

## Readiness Skills Letters

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

## Phonological Awareness Letters

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



## Waterford Mentor

*Waterford Mentor 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 Mentor is available online and in the Mentor app (for iOS and Android).*