



Alignment

May 2026

100%
Aligned

**Waterford
Upstart**

**Oklahoma ELGs for
Children 2017; with
Revised ELA, Math,
Science, and Social
Studies Standards**

This document provides a detailed alignment of **Waterford Early Learning** to **Oklahoma Early Learning Guidelines**.

Alignment Description

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

Waterford Digital Resources

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

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

Reading Sequence

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

Math and Science Sequence

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

SmartStart Sequence

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

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Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
APPROACHES TO LEARNING (ATL)		
STANDARD 1: The child demonstrates positive attitudes, habits, and learning styles.		
A. Demonstrates an eagerness and interest in learning.		
PK.1.ATL.A.1. Chooses to participate in a variety of activities, tasks, and play areas.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	
PK.1.ATL.A.2. Shares ideas and asks questions.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation 	
PK.1.ATL.A.3. Enters into cooperative play with other children.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket 	
B. Develops and expands listening skills.		
PK.1.ATL.B.1. Follows simple oral directions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.	
PK.1.ATL.B.2. Identifies sounds heard.	<ul style="list-style-type: none"> • What Do You Hear? • Animal Sounds 	
PK.1.ATL.B.3. Responds to and mimics sounds.	<ul style="list-style-type: none"> • Letter Sound Instruction 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
C. Takes care of materials.		
PK.1.ATL.C.1. Makes appropriate use of materials.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	
PK.1.ATL.C.2 Knows where supplies and materials are kept and assists with clean-up.		<ul style="list-style-type: none"> • Garbage Elves • Clean Up Together
D. Demonstrates self-direction and independence.		
PK.1.ATL.D.1. Makes choices and stays with an activity for a reasonable length of time once a choice is made.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity that can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	
PK.1.ATL.D.2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play with assistance, and asks for assistance when needed.	<ul style="list-style-type: none"> • Books: The Germs; Whatever the Weather 	<ul style="list-style-type: none"> • Hand Washing Rebus
PK.1.ATL.D.3. Follows routines upon entering and leaving the play space, playground, learning centers, etc.		<ul style="list-style-type: none"> • Garbage Elves • Guess My Rule • Clean Up Together

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
E. Demonstrates increasing ability to set goals. Develops and follows through on plans.		
PK.1.ATL.E.1. Increases ability to organize him/her self and materials.	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.	
PK.1.ATL.E.2. Increases understanding of a task as a series of steps.	Children are often asked to follow a sequence of steps to complete an activity.	
PK.1.ATL.E.3. Follows through to complete tasks and activities.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity that can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	
F. Manages transition between activities effectively.		
PK.1.ATL.F.1. Moves with ease from one activity to another.	<ul style="list-style-type: none"> • Perfect Present • Soup's On! 	
PK.1.ATL.F.2. Displays little discomfort or distress when schedule changes.	<ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Lots of Feelings • Role Play
G. Understands, accepts, and follows rules and routines.		
PK.1.ATL.G.1. Begins to show self-control by following rules.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
PK.1.ATL.G.2. Begins to accept consequences of behavior.	<ul style="list-style-type: none"> • Do I Have To? 	<ul style="list-style-type: none"> • Consequences Cards

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
G. Understands, accepts, and follows rules and routines <i>continued</i>.		
PK.1.ATL.G.3. Begins to show greater ability to control intense feelings.	<ul style="list-style-type: none"> • It's Not Fair! • Lost and Found • Lost Dinosaur 	<ul style="list-style-type: none"> • Lots of Feelings
H. Develops increasing ability to find more than one solution to a question, task, or problem.		
PK.1.ATL.H.1. Begins to show ability to generate several approaches to carry out a task.	Support provided within each Waterford activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	
PK.1.ATL.H.2. Pursues alternative approaches to problem solving.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present • Do I Have To? • It's Not Fair • Boo Hoo Baby • Science Investigation 	
I. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.		
PK.1.ATL.I.1. Enjoys actively exploring materials and displays a curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child.	<ul style="list-style-type: none"> • Science Investigation • Materials • Magnets 	
PK.1.ATL.I.2. Engages in conversations with others regarding the materials. Applies previously learned information to new situations.	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.	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
CREATIVE SKILLS (CS)		
STANDARD 1: The child participates in activities that foster individual creativity.		
A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.		
PK.1.CS.A.1 Participates freely in music activities.	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.	
PK.1.CS.A.2. Enjoys singing games, dramatizing songs and dancing/moving to music.	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.	
B. Thinks of new uses for familiar materials.		
PK.1.CS.B.1. Shows creativity and imagination in play with materials and props.	<ul style="list-style-type: none"> • Soup's On! • Perfect Present 	
PK.1.CS.B.2. Uses objects as symbols for other things.	<ul style="list-style-type: none"> • Soup's On! • Perfect Present 	
C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.		
PK.1.CS.C.1. Participates in dramatic play themes that become more involved and complex, possibly carrying over several days.	<ul style="list-style-type: none"> • Papa's Play 	
PK.1.CS.C.2. Assumes various roles in dramatic play situations.	<ul style="list-style-type: none"> • Papa's Play 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
D. Works creatively using a variety of self expressive materials and tools to creatively ideas.		
PK.1.CS.D.1. Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
PK.1.CS.D.2. Shares ideas about personal artwork.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Party Time 	
PK.1.CS.D.3. Uses materials (For example: small figures, puppets, dolls, and props) to recreate or dramatize stories, moods, experiences and situations.	<ul style="list-style-type: none"> • Perfect Present • Materials • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	
E. Moves freely in response to music and change of tempo.		
PK.1.CS.E.1. Moves in time with the beat.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	
PK.1.CS.E.2. Begins to respond to music of various tempos through movement.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	
F. Expresses thoughts and feelings through creative movement.		
PK.1.CS.F.1. Uses movement to express feelings, understand and interpret experiences.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	
PK.1.CS.F.2. Enjoys dramatizing songs and games and moving to music.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Sing a Rhyme Songs/Books (See titles at end of document.) 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
G. Experiments with a variety of musical instruments.		
PK.1.CS.G.1. Begins to distinguish among the sounds of several common instruments.		<ul style="list-style-type: none"> • Animal Music Cards
REVISED ENGLISH LANGUAGE ARTS (2021)		
STANDARD 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations.		
Listening: Students will develop and apply effective communication skills through active listening.		
PK.1.L.1 Students will actively listen using agreed-upon rules with prompting.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters ask and answer questions.	
PK.1.K.2 Students will follow simple one-step oral directions.	While interacting with Waterford, children listen to and follow multi-step directions.	
Speaking: Students will develop and apply effective communication skills to share ideas through speaking.		
PK.1.S.1 Students will work respectfully with peers with prompting.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen, participate, and take turns speaking.	
PK.1.S.3 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.	Social-emotional videos model conversations and discussions between various characters.	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
Speaking: Students will develop and apply effective communication skills to share ideas through speaking <i>continued</i>.		
PK.1.S.3 Students will ask and answer questions with prompting.	<ul style="list-style-type: none"> • Ask a Question • What Comes Next? • Peek at the Story • Science Investigation 	
PK.1.S.4 Students will orally describe personal interests or tell stories to peers and adults with prompting.		
STANDARD 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.		
Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.		
PK.2.PA.1 Students will count spoken words in a three- to four-word sentence with one-syllable words.	<ul style="list-style-type: none"> • Segment Spoken Sentences 	
PK.2.PA.2 Students will recognize spoken words that rhyme (e.g., wall & fall).	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document) 	
PK.2.PA.3 Students will recognize syllables in spoken words (e.g., pony = po + ny)	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Syllable Deletion With Compound Words 	
PK.2.PA.4 Students will isolate the common initial sound when given a set of alliterative spoken words (e.g., the puppy pounces).	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.		
PK.2.PC.1 Students will demonstrate correct book orientation and identify the front and back covers of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	
PK.2.PC.2 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	
PK.2.PC.3 Students will begin to understand that print moves from top to bottom, left to right, and front to back.	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.	
PK.2.PC.4 Students will begin to recognize that written words are made up of letters and are separated by spaces.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	
PK.2.PC.5 Students will begin to recognize ending punctuation marks in print during shared reading or other text experiences	<ul style="list-style-type: none"> • Songs: What Is a Sentence? • Sentences 	
PK.2.PC.6 Students will begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Letters Introduction • Letter Match • Name Game: 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.		
PK.2.PWS.1 Students will name the letters in their first name.	<ul style="list-style-type: none"> • ABC Songs • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter • Name Game 	
PK.2.PWS.2 Students will name a majority of uppercase and lowercase letters.	<ul style="list-style-type: none"> • ABC Songs • Letters Introduction • Letter Checker • Name That Letter 	
PK.2.PWS.3 Students will produce some sounds represented by letters.	<ul style="list-style-type: none"> • Songs: Mama Squirrel Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels; Consonants • Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Letter Sound Screening • Choose a Sound 	
Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.		
PK.2.F.1 Students will read their first name in print.	<ul style="list-style-type: none"> • Name Game 	
PK.2.F.2 Students will chorally recite familiar texts (e.g., rhymes, songs, poetry, etc.).	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Early Readable Books (See titles at end of document.) 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
STANDARD 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes.		
Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.		
<p>PK.2.R.1 Students will begin to retell or reenact major events or details from a read-aloud.</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Sum Up, Five Ws: • Sum Up, Remember Order • Look at Details 	
Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.		
<p>PK.2.W.1 Students will begin to express themselves through drawing and emergent writing.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	
STANDARD 3: Critical Reading and Writing: Students will apply critical thinking skills to reading and writing.		
Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.		
<p>PK.3.R.1 Students will describe the roles of an author and illustrator with prompting.</p>	<ul style="list-style-type: none"> • Print Concepts 	
<p>PK.3.R.2 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.</p>	<ul style="list-style-type: none"> • Describe Characters • Look At Details • Sum Up, Five Ws • Find an Answer 	
<p>PK.3.R.3 Students will identify characters in a story with prompting.</p>	<ul style="list-style-type: none"> • Describe Characters • Look At Details • Sum Up, Five Ws • Picture Clues • Find an Answer 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.		
PK.3.W Students will use drawing and labeling to tell a story or share information with prompting.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace • Letters Introduction 	
STANDARD 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.		
Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.		
PK.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Same and Different • Books: Buttons, Buttons • Sort • Make Comparisons • Look at Details 	
PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Early Readable Books (See titles at end of document.) • Picture Clues • Reading Detective 	
PK.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.	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.	
Writing: Students will apply knowledge of vocabulary to speak and write effectively.		
PK.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> • Songs: What is a Sentence?; Sentence Marks • Sentences • Sentence Marks 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
Writing: Students will apply knowledge of vocabulary to speak and write effectively <i>continued</i> .		
PK.4.W.2 Students will use language according to purpose in shared writing experiences	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	
STANDARD 5: Language: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.		
Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.		
PK.5.R.1 Students will hear different sentence structures through conversations, read-alouds, and interactive reading.	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Informational Books • Sing a Rhyme Songs/Books • Early Readable Books (See titles at end of document.) • Songs: What Is a Sentence? • Sentences 	
PK.5.R.2 Students will hear different parts of speech through conversations, read-alouds, and interactive reading: concrete objects as persons, places, or things (i.e., nouns) words as actions (i.e., verbs) color adjectives the pronoun I spatial and time relationships such as up, down, before, and after	<ul style="list-style-type: none"> • Songs: Nouns; Verbs; Adjectives Describe; Pronouns; Position Cat; Monster Trucks; Get Over the Bugs • Books: Up in the Air • Nouns • Verbs • Adjectives • First, Middle, Last • Top, Beside, and Bottom • Inside, Outside, Between • Over, Under, and Through • Above, Below, Next to, On 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
STANDARD 6: Research: Students will engage in inquiry to acquire, refine, and communicate accurate information.		
Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.		
PK.6.R.1 Students will begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Science Investigation • Build Knowledge 	
Writing: Students will synthesize information ethically through speaking and writing.		
PK.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Science Investigation • Build Knowledge 	
STANDARD 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.		
Reading: Students will comprehend and evaluate multimodal content.		
PK.7.R Students will explore ideas and topics in a variety of media and formats with prompting.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) • Build Knowledge • Videos: Animal Sounds; Farm Animals; Sheep; Big Little Animals 	
Writing: Students will create multimodal content to communicate effectively.		
PK.7.W Students will begin to combine movement with relevant props, images, or illustrations to support their writing and speaking.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
STANDARD 8: Independent Reading and Writing: Students will read and write independently for a variety of purposes and periods of time.		
Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.		
PK.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	
Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.		
PK.8.W Students will begin to express their ideas using a combination of drawing and emergent writing with prompting.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
REVISED MATHEMATICS (2016)		
Numbers & Operations (N)		
PK.N.1 Know number names and count in sequence.		
PK.N.1.1 Count aloud forward in sequence by 1s to 20.	<ul style="list-style-type: none"> Counting Songs Number Instruction One-to-one Correspondence Make and Count Groups 	
PK.N.1.2 Recognize and name written numerals 0-10.	<ul style="list-style-type: none"> Explain Numbers Number Instruction 	
PK.N.1.3 Recognize that zero represents the count of no objects.	<ul style="list-style-type: none"> Songs: Zero Is a Big Round Hole Books: Zero In My Toy Box Number Instruction 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
PK.N.2 Count to tell the number of objects.		
PK.N.2.1 Identify the number of objects, up to 10, in a row or column.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-one Correspondence Make and Count Groups 	
PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-one Correspondence Match Numbers Make and Count Groups 	
PK.N.2.3 Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-one Correspondence Match Numbers Make and Count Groups 	
PK.N.2.4 Count up to 5 items in a scattered configuration; not in a row or column.	<ul style="list-style-type: none"> Number Instruction Make and Count Groups Moving Targets 	
PK.N.3 Compare sets using number.		
PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or fewer.	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Books: For the Birds More Than Fewer Than Greater Than, Less Than More Than, Fewer Than 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
Algebraic Reasoning & Algebra (A)		
PK.A.1 Recognize, duplicate, and extend patterns.		
PK.A.1.1 Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Large, Larger, Largest; Savanna Size • Books: Buttons, Buttons • Sort 	
PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	
Geometry & Measurement (GM)		
PK.GM.1 Identify common shapes.		
PK.GM.1.1 Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle 	
PK.GM.2 Describe and compare measurable attributes.		
PK.GM.2.1 Identify measurable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or other age appropriate vocabulary.	<ul style="list-style-type: none"> • Songs: Savanna Size • Big and Little • Heavy and Light • Tall and Short • Big Little Animals • Large Small Toys 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
PK.GM.2 Describe and compare measurable attributes <i>continued</i>.		
PK.GM.2.2 Directly compare two objects with a common measurable attribute using words such as longer/shorter; heavier/lighter; or taller/shorter.	<ul style="list-style-type: none"> • Make Comparisons • Match 	
PK.GM.2.3 Sort objects into sets by one or more attributes.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry • Books: Buttons, Buttons • Sort 	
Data & Probability (D)		
PK.D.1 Collect and organize categorical data.		
PK.D.1.1 Collect and organize information about objects and events in the environment.	<ul style="list-style-type: none"> • Songs: Graphing • Weather • Calendar/Graph Weather • Picture Graphs • Bar Graphs 	
PK.D.1.2 Use categorical data to create real-object graphs.	<ul style="list-style-type: none"> • Songs: Graphing • Weather • Calendar/Graph Weather • Picture Graphs • Bar Graphs 	
HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT		
STANDARD 1: Large Motor Skill Development - The child participates in activities involving large muscle skills.		
A. Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)		
PK.1.HSP.A.1. Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping and pulling. Moves toward skipping, galloping and riding while maintaining balance.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
B. Demonstrates body and space awareness to move and stop with control over speed and direction.		
PK.1.HSP.B.1. Names or points to body parts.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes • Body Parts • Parts of the Face 	
PK.1.HSP.B.2. Moves within a space with defined boundaries.		<ul style="list-style-type: none"> • Personal Space Circle
PK.1.HSP.B.3. Runs easily and stops quickly.	<ul style="list-style-type: none"> • Books: We All Exercise 	
PK.1.HSP.B.4. Controls body and can change movement, speed and direction.	<ul style="list-style-type: none"> • Books: We All Exercise 	
C. Demonstrates non-locomotor movements (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).		
PK.1.HSP.C.1. Moves while standing in place.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	
PK.1.HSP.C.2. Identifies and reproduces non-locomotor movements when asked.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	
D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.		
PK.1.HSP.D.1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands.	<ul style="list-style-type: none"> • Books: We All Exercise 	
PK.1.HSP.D.2. Dribbles a ball with hands and/or feet.	<ul style="list-style-type: none"> • Books: We All Exercise 	
PK.1.HSP.D.3. Swings with assistance.	<ul style="list-style-type: none"> • Books: We All Exercise 	
PK.1.HSP.D.4. Goes down a slide.	<ul style="list-style-type: none"> • Books: We All Exercise 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
E. Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing)		
PK.1.HSP.E1. Participates in activities that develop large muscles, strength and endurance.	<ul style="list-style-type: none"> • Books: We All Exercise • Exercise and Rest 	
F. Develops coordination and balance through a variety of activities.		
PK.1.HSP.F.1. Begins to gain coordination through participation in physical activities.	<ul style="list-style-type: none"> • Books: Jump Rope Rhymes • Health 	<ul style="list-style-type: none"> • Yoga Booklet
PK.1.HSP.F.2. Demonstrates ability to balance.	<ul style="list-style-type: none"> • Health 	
PK.1.HSP.F.3. Transfers weight from one body part to another.	<ul style="list-style-type: none"> • Books: Jump Rope Rhymes • Health 	
STANDARD 2: Small Motor Skill Development - The child participates in activities involving small muscles.		
A. Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles)		
PK.2.HSP.A.1. Controls small muscles to complete tasks.	The daily use of a touch pad or mouse develops eye–hand coordination.	
PK.2.HSP.A.2. Uses small muscles for self-help skills.	The daily use of a touch pad or mouse develops eye–hand coordination.	
B. Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads)		
PK.2.HSP.B.1. Uses simple tools during a variety of learning activities.	The daily use of a touch pad or mouse develops eye–hand coordination.	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
STANDARD 3: Health-Enhancing Activity Development - The child participates in activities for the development of lifetime health and fitness.		
A. Progresses in physical growth, strength, stamina and flexibility.		
PK.3.HSP.A.1. Demonstrates increasing ability to lift and carry heavier items, run farther and successfully navigate playground equipment.	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest 	
B. Understands that healthy bodies need rest, exercise, water, and good nutrition.		
PK.3.HSP.B.1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest.	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest • Healthy Food 	
PK.3.HSP.B.2. Begins to recognize and select healthy foods, exercise and rest activities.	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest • Healthy Food 	
C. Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)		
PK.3.HSP.C.1. Takes care of self when eating, dressing, toileting, and washing hands.	<ul style="list-style-type: none"> • Books: The Germs • Avoid Germs and Prevent Illness • Teeth 	<ul style="list-style-type: none"> • Hand Washing Rebus • Food Pictures (Healthy Eating) • My Healthy Plate

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
D. Builds awareness and ability to follow basic health and safety rules.		
PK.3.HSP.D.1. Utilizes appropriate safety procedures for school, outdoors, playground, vehicles, bicycles, etc.	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Books: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety 	<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
PK.3.HSP.D.2. Identifies ways to locate school and community helpers.		<ul style="list-style-type: none"> • Emergency Preparedness for Kids
PK.3.HSP.D.3. Communicates fears to a trusted adult.		<ul style="list-style-type: none"> • Lots of Feelings
REVISED SCIENCE (2020)		
Science Exploration (S)		
PK.S.1 Engage in play to explore the physical and natural world.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Weather Tools 	
PK.S.2 Make observations of the physical and natural world.	<ul style="list-style-type: none"> • Songs: Five Senses • Books: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Taste • Smell 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
Science Exploration (S) <i>continued</i>		
PK.S.3 Notice and describe similarities and differences among plants, animals, and objects.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Matter; Same and Different • Look at Details • Solid and Liquid • Plants • Animals • Magnets • Matter 	
PK.S.4 Share noticings and wonderings about the physical and natural world.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Observation: From Egg to Chick 	
PK.S.5 Ask questions based on curiosity about the physical and natural world.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation 	
PK.S.6 Engage in investigations based on curiosity and wondering about the physical and natural world.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Observation: From Egg to Chick 	
SOCIAL AND PERSONAL SKILLS (SPS)		
STANDARD 1: The child participates in activities to develop the skills necessary for working and interacting with others.		
A. Plays, works and interacts easily with one or more children and/or adults.		
PK.1.SPS.A.1. Greets the teacher and others when arriving.	Families are provided information about social-emotional learning online in Resources & Activities.	
PK.1.SPS.A.2. Responds to familiar faces and voices verbally and nonverbally.	Families are provided information about social-emotional learning online in Resources & Activities.	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
A. Plays, works and interacts easily with one or more children and/or adults <i>continued</i>.		
PK.1.SPS.A.3. Engages in conversations with children and adults.	Social-emotional videos model conversations and discussions between various characters.	
PK.1.SPS.A.4. Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas.	Families are provided information about social-emotional learning online in Resources & Activities.	
B. Begins to develop relationships with others.		
PK.1.SPS.B.1. Chooses to work and play with other children.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Party Time! 	
PK.1.SPS.B.2. Initiates interaction with others.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Party Time! 	
C. Recognizes the feelings of others and responds appropriately.		
PK.1.SPS.C.1. Expresses increased care and understanding for the feelings of others.	<ul style="list-style-type: none"> • Musical Mayhem • Boo Hoo Baby • Baby's Ball 	
D. Develops confidence and stands up for own rights.		
PK.1.SPS.D.1. Attempts new tasks with enthusiasm.	<ul style="list-style-type: none"> • Perfect Present • Soup's On! • Marmot Basket • Mama's Melody 	
PK.1.SPS.D.2. Enters into play with groups of children with confidence.	Families are provided information about social-emotional learning online in Resources & Activities.	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
E. Shows respect for others, materials, and equipment.		
PK.1.SPS.E.1. Treats other children respectfully and uses care with possessions.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property as well as their own.	
PK.1.SPS.E.2. Uses equipment carefully, does not waste supplies and puts materials away when finished.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property as well as their own.	
PK.1.SPS.E.3. Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person.	Waterford is committed to creating a diverse learning experience that connects with all early learners.	
F. Recognizes and expresses own feelings and responds appropriately.		
PK.1.SPS.F.1. Handles feelings in age-appropriate way.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Lost and Found • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Lots of Feelings
PK.1.SPS.F.2. Uses words or pictures to identify and label some of his/her own feelings and needs.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Lost and Found • Boo Hoo Baby • Squirrel's Sketches • Clubhouse 	<ul style="list-style-type: none"> • Lots of Feelings
PK.1.SPS.F.3. Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions.	<ul style="list-style-type: none"> • Lost and Found • Lost Dinosaur 	<ul style="list-style-type: none"> • Lots of Feelings

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.		
PK.1.SPS.G.1. Shares equipment/materials and takes turns in activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
H. Works independently and/or cooperatively to solve problems or resolve conflicts.		
PK.1.SPS.H.1. Uses words and strategies for resolving conflicts and solving problems.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Musical Mayhem • Boo Hoo Baby 	
I. Seeks assistance from an adult when appropriate.		
PK.1.SPS.I.1. Follows school rules for appropriate behavior.		<ul style="list-style-type: none"> • Good Playing Rules • Listening Rug Rules
PK.1.SPS.I.2. Attempts to solve problem before asking for assistance from teacher.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
J. Recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.		
PK.1.SPS.J.1. Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Squirrel's Blocks 	
PK.1.SPS.J.2. Identifies self as being part of different groups such as family, community, culture, or school.	<ul style="list-style-type: none"> • My Name is Squirrel • My Family • Come Inside 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.		
PK.1.SPS.K.1. Develops successful relationships with others in the home, family, and learning environment.	<ul style="list-style-type: none"> • My Family • Clubhouse • Marmot Basket • Where's Papa? • Find Me! • Soup's On! 	
PK.1.SPS.K.2. Treats everyone with respect and dignity.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
PK.1.SPS.K.3. Understands and values similarities and differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
PK.1.SPS.K.4. Notices differences in skin color, eyes, hair, language, and culture.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
STANDARD 2: The child develops the skills necessary for participating in a variety of settings.		
A. States his/her full name, age, and name of parent or guardian.		
PK.2.SPS.A.1. Knows personal information such as name and age.	<ul style="list-style-type: none"> • Name Game 	<ul style="list-style-type: none"> • Name Writing
PK.2.SPS.A.2. Names significant family members.	<ul style="list-style-type: none"> • My Family 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
B. Shows ability to adjust to new situations.		
PK.2.SPS.B.1. Moves smoothly from one routine to another such as from activity period to cleanup.	<ul style="list-style-type: none"> • Soup's On! 	
PK.2.SPS.B.2. Transitions from home to school without extensive or long-lasting anxiety.	Families are provided information about social-emotional learning online in Resources & Activities.	
Social Studies (SS)		
PK.1 The student will exhibit traits of good citizenship.		
PK.1.SS.1 Describe the importance of rules and personal responsibilities including working together to make decisions as a member of a family and classroom community.		<ul style="list-style-type: none"> • Good Playing Rules • Listening Rug Rules
PK.1.SS.2 Explain the need to respect the uniqueness of individuals in our class and community.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
PK.1.SS.3 Describe the concept of being a citizen.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property as well as their own.	
PK.1.SS.4 Identify the United States Flag as a symbol of the country.	<ul style="list-style-type: none"> • Sing Around the World: Intro (s) 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
PK.2 The student will demonstrate knowledge of basic physical and human geographic concepts.		
PK.2.SS.1 Use basic directional terms in relation to the student's relative location.	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between 	
PK.2.SS.2 Describe a classroom as a community.	<ul style="list-style-type: none"> • Words in your World 	
PK.2.SS.3 Identify family customs and traditions as basic elements of culture.	<ul style="list-style-type: none"> • Sing Around the World Songs • My Family • Soup's On! • Party Time 	
PK.3 The student will understand that history relates to events and people of other times and places.		
PK.3.SS.1 Explain history as things that happened in the past.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Thomas Edison; The Pizza Book; The Watermelon Seed 	
PK.3.SS.2 Describe how we honor people and events of the past.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Jane Goodall 	

Oklahoma Standards	Waterford Digital Resources	Waterford Family resources
PK.3 The student will understand that history relates to events and people of other times and places <i>continued</i>.		
PK.3.SS.3 Use words and phrases, such as before and after, as they relate to chronology and time in order to explain how things change.	<ul style="list-style-type: none"> • Books: Marty's Mixed-up Mom; That's What I Like: A Book About Seasons • Sequencing Events • What Comes Next? • Sum Up, Remember Order: 	
PK.3.SS.4 Explain that lessons can be learned from the past.	<ul style="list-style-type: none"> • Books: My Super Sticky Sandwich; The Rabbit and the Turtle • Do I Have To? • It's Not Fair! • Perfect Present 	
PK.4 The student will identify basic economic concepts.		
PK.4.SS.1 Identify basic needs all people share.	<ul style="list-style-type: none"> • Books: Everybody Needs to Eat; Mela's Water Pot; Whatever the Weather • Food From Plants • Animals Need Water • Plants and Animals Need Air 	
PK.4.SS.2 Explain that people work to earn money to buy things they need and want.	<ul style="list-style-type: none"> • Books: Follow the Apple; Bugs For Sale; Fudge For Sale 	
PK.4.SS.3 Explain how resources are used by people to meet their needs.	<ul style="list-style-type: none"> • Books: Everybody Needs to Eat; Mela's Water Pot • Food From Plants • Animals Need Water • Plants and Animals Need Air • Natural Resources 	
PK.4.SS.4 Describe how various school personnel provide needed services.	<ul style="list-style-type: none"> • Books: Play Ball 	<ul style="list-style-type: none"> • Community Helpers

Pre-Math and Science

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

Basic Math and Science

Math and Science Books

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

Fluent Math and Science

Math and Science Books

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



Support

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

Research-Driven Development

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

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

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

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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



Waterford Family

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