



Alignment

June 2026

100%
Aligned

**Waterford
Early Learning:
PreK**

**Nevada
Pre-Kindergarten
Standards Revised
2023**

This document provides a detailed alignment of **Waterford Early Learning** to **Nevada Pre-Kindergarten Standards Revised 2023**.

Alignment Description

This document aligns Nevada Pre-Kindergarten Standards, Revised 2023 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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Nevada Standards	Waterford Digital Activities	Waterford Resources
Approaches to Learning		
Approaches to Learning Standard 1: Demonstrate curiosity and initiative.		
Curiosity and Initiative Indicators (A.CI)		
A.CI.PK1. Ask questions and seek new information related to a variety of topics, ideas, and activities.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Jane Goodall • Science Investigation 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center; Sensory Table • Unit 1, Pg. 24 What Do Scientists Do?
A.CI.PK2. Seek out and explore unfamiliar objects and activities.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Jane Goodall • Science Investigation 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do?
A.CI.PK3. Initiate activities or tasks.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Jane Goodall • Science Investigation 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 18 Afternoon Centers
A.CI.PK4. Make choices and communicate their choice to adults and other children.	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 18 Afternoon Centers
Approaches to Learning Standard 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.		
Responding to Challenges Indicators (A.RC)		
A.RC.PK1. Try or join in new activities and experiences, even if they are perceived as challenging.	Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
A.RC.PK2. Use a variety of approaches and strategies to complete tasks and solve problems.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

Nevada Standards	Waterford Digital Activities	Waterford Resources
Responding to Challenges Indicators (A.RC) <i>continued</i>		
<p>A.RC.PK3. Try different strategies to resolve conflict or other problems in working with other children</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"> • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Consequences Cards
<p>A.RC.PK4. Recognize and attempt to correct mistakes.</p>	<ul style="list-style-type: none"> • Broken Lamp 	<ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes • Unit 1, Pg. 110 Plan, Do, Review <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Problem Solving Pictures
<p>A.RC.PK5. Use rules from one situation as a guide for behavior in a different situation.</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"> • Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Consequence Cards
<p>A.RC.PK6. Delay gratification to complete a larger task.</p>	<ul style="list-style-type: none"> • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes • Unit 1, Pg. 110 Plan, Do, Review
<p>A.RC.PK7. Manage transition between activities without getting frustrated.</p>	<ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Introduction, Pg. 24 Daily Routines • Unit 1: Schedule Activities • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review

Nevada Standards	Waterford Digital Activities	Waterford Resources
Approaches to Learning Standard 3: Demonstrate the ability to focus attention and persist in an activity.		
Engagement in Learning Indicators (A.EL)		
<p>A.EL.PK1. Maintain focus on activities for developmentally appropriate periods of time.</p>	<p>Engaging activities throughout Waterford hold children's attention as they concentrate on each task.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
<p>A.EL.PK2. Persist in tasks and re-engage in an activity after an interruption.</p>	<p>Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
<p>A.EL.PK3. Express satisfaction when accomplishing a task and achieving a goal.</p>	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review
<p>A.EL.PK4. Continue with a task or activity even when it is challenging or frustrating.</p>	<p>Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review
Approaches to Learning Standard 4: Demonstrate imagination and engage in different types of play.		
Play and Imagination Indicators (A.PL)		
<p>A.PL.PK1. Use imagination in social and pretend play</p>		<ul style="list-style-type: none"> • Dramatic Play Activities
<p>A.PL.PK2. Give and follow directions from peers during social play</p>		<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 10 Good Playing Rules
<p>A.PL.PK3. Communicate in a variety of ways when playing with others.</p>		<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 10 Good Playing Rules • Unit 5, Pg. 238 Friends Use Kind Words

Nevada Standards	Waterford Digital Activities	Waterford Resources
Play and Imagination Indicators (A.PL) <i>continued</i>		
A.PL.PK4. Use what was learned in other disciplines in pretend play		<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 10 Good Playing Rules
A.PL.PK5. Act out or create a new role based on life experiences, including collaboration with peers in related roles.		<ul style="list-style-type: none"> • Dramatic Play Activities <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Role Play
A.PL.PK6. Use materials or objects to represent something else during play or when acting out stories.		<ul style="list-style-type: none"> • Dramatic Play Activities
A.PL.PK7. Differentiate between pretend and real.	<ul style="list-style-type: none"> • Distinguish Between Fantasy and Reality 	<ul style="list-style-type: none"> • Dramatic Play Activities
Social Studies		
Social Studies Standard 1: Demonstrate a basic awareness of self as an individual, within the context of a group and community.		
Individual Development and Cultural Identity Indicators (SS.ID)		
SS.ID.PK1. Identify and describe characteristics of self that are unique from others.	<ul style="list-style-type: none"> • Book: Mine 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can
SS.ID.PK2. Identify self as a member of a family.	<ul style="list-style-type: none"> • My Family 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
SS.ID.PK3. Share information about their family practices, customs, and culture.		<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers

Nevada Standards	Waterford Digital Activities	Waterford Resources
Individual Development and Cultural Identity Indicators (SS.ID) <i>continued</i>		
<p>SS.ID.PK4. Identify and describe family traditions and daily rituals that are important to their family.</p>		<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
<p>Social Studies Standard 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.</p>		
Civic Ideas and Practices Indicators (SS.CI)		
<p>SS.CI.PK1. Identify self as member of a classroom or community</p>		<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 2, Pg. 225 Where We Are <p><i>Family Resources in English or Spanish</i></p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children
<p>SS.CI.PK2. Identify classroom teachers/practitioners and peers by name.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 23 Counting and Attendance • Unit 1, Pg. 44 Getting Acquainted • Unit 1 Pg. 96 Friendly Musical Chairs
<p>SS.CI.PK3. Recognize and resolve conflicts with peers in an age-appropriate manner.</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"> • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <p><i>Family Resources in English or Spanish</i></p> <ul style="list-style-type: none"> • Consequences Cards
<p>SS.CI.PK4. Show awareness of and follow group routines and rules.</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"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library

Nevada Standards	Waterford Digital Activities	Waterford Resources
Civic Ideas and Practices Indicators (SS.CI) <i>continued</i>		
SS.CI.PK5. Participate in group decision-making.		<ul style="list-style-type: none"> • Unit 6, Pg. 48 Flag on the Moon
SS.CI.PK6. Work together to complete simple tasks with peers.		<ul style="list-style-type: none"> • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
SS.CI.PK7. Identify and describe the roles of different community helpers.		<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 345 Which Hat Is Best? • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist's Office <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Community Helpers
Social Studies Standard 3: Demonstrate knowledge of the relationship between people and places.		
Geography, Humans, and the Environment Indicators (SS.GH)		
SS.GH.PK1. Use spatial words to identify direction and location.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat; Monster Trucks • Books: Up in the Air • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On

Nevada Standards	Waterford Digital Activities	Waterford Resources
Geography, Humans, and the Environment Indicators (SS.GH) <i>continued</i>		
<p>SS.GH.PK2. Identify and describe their classroom, home, or community.</p>		<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 3, Pg. 366 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
<p>SS.GH.PK3. Identify differences and similarities between home and school.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1m Pg. 14 School Field Trip • Unit 1, Pg. 20 Reflection and Dismissal
<p>SS.GH.PK4. Recognize that peers live in different places within the community.</p>		<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
<p>SS.GH.PK5. Recognize and identify some tools and resources used to describe features of places.</p>		<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
<p>SS.GH.PK6. Identify and describe environmental and geographical features of the area where they live.</p>		<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
<p>SS.GH.PK7. Participate in taking care of the world around them.</p>	<ul style="list-style-type: none"> • Care of Water • Care of Earth 	<ul style="list-style-type: none"> • Unit 3, pg. 349 Where Does Our Water Come From?

Nevada Standards	Waterford Digital Activities	Waterford Resources
<p>Social Studies Standard 4: Demonstrate the ability to differentiate between the concepts of past, present, and future, and recognize that people and things change over time.</p>		
<p>Time, Continuity, and Change Indicators (SS.TC)</p>		
<p>SS.TC.PK1. Describe a sequence of events.</p>	<ul style="list-style-type: none"> • First, Next, Last 	<ul style="list-style-type: none"> • Schedule Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
<p>SS.TC.PK2. Recognize a change in a sequence of events.</p>		<ul style="list-style-type: none"> • Schedule Activities
<p>SS.TC.PK3. Recognize changes that take place over time.</p>	<ul style="list-style-type: none"> • Songs: Seasons • Books: That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
<p>SS.TC.PK4. Describe events that happened in the immediate past or are planned for the near future.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar
<p>Social Studies Standard 5: Demonstrate an awareness of basic economic concepts.</p>		
<p>Economic Systems Indicators (SS.ES)</p>		
<p>SS.ES.PK1. Recognize that resources can be limited.</p>	<ul style="list-style-type: none"> • Care of Water • Care of Earth • Natural Resources 	<ul style="list-style-type: none"> • Unit 3, pg. 349 Where Does Our Water Come From?
<p>SS.ES.PK2. Recognize that people may want something, which is different from something they need.</p>	<ul style="list-style-type: none"> • Sun • Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?

Nevada Standards	Waterford Digital Activities	Waterford Resources
Economic Systems Indicators (SS.ES) <i>continued</i>		
SS.ES.PK3. Decide between at least two choices involving resources in the classroom or at home.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
SS.ES.PK4. Recognize that people use money to buy things they want and need.		<ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Health, Safety, and Physical Development		
Health, Safety, and Physical Development Standard 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.		
Health Indicators (HSP.HE)		
HSP.HE.PK1. Practice basic personal hygiene skills.	<ul style="list-style-type: none"> • Songs: Health • Book: The Germs • Avoid Germs and Prevent Illness • Teeth 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
HSP.HE.PK2. Practice simple self-care.	<ul style="list-style-type: none"> • Songs: Health • Book: The Germs • Avoid Germs and Prevent Illness • Teeth 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
HSP.HE.PK3. Practice basic disease prevention skills.	<ul style="list-style-type: none"> • Songs: Health • Book: The Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing
HSP.HE.PK4. Engage in moderate to vigorous physical activities and large motor play on a daily basis.	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course

Nevada Standards	Waterford Digital Activities	Waterford Resources
Health Indicators (HSP.HE) <i>continued</i>		
<p>HSP.HE.PK5. Identify the basic need for air, water, and food.</p>	<ul style="list-style-type: none"> • Songs: Food From Plants; Water • Books: Follow the Apples; Mela’s Water Pot • Sun • Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 6, Pg. 108 Exercise Makes Me Better
<p>HSP.HE.PK6. Identify and/ or describe a variety of foods.</p>	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food • Food From Plants 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 216 Chicka Chicka Boom Book Snack • Unit 7, Pg. 205 Healthy Eating <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate
<p>HSP.HE.PK7. Communicate about the importance of eating a variety of foods and making healthy food choices.</p>	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food • Food From Plants 	<p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate
<p>HSP.HE.PK8. Communicate feelings of hunger and fullness</p>		<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play
Health, Safety, and Physical Development Standard 2: Demonstrate knowledge of personal safety practices.		
Safety Indicators (HSP.SA)		
<p>HSP.SA.PK1. Describe and follow basic safety rules.</p>	<ul style="list-style-type: none"> • Songs: Sun Blues • Lightning Safety 	<ul style="list-style-type: none"> • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activity for Kids
<p>HSP.SA.PK2. Seek teacher assistance when injured or ill.</p>		<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes

Nevada Standards	Waterford Digital Activities	Waterford Resources
Safety Indicators (HSP.SA) <i>continued</i>		
<p>HSP.SA.PK3. Identify, avoid, and alert teachers of potential safety hazards or danger.</p>	<ul style="list-style-type: none"> • Songs: Sun Blues • Lightning Safety 	<ul style="list-style-type: none"> • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activity for Kids
<p>HSP.SA.PK4. Recognize community health and safety helpers.</p>		<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Community Helpers
Health, Safety, and Physical Development Standard 3: Demonstrate large motor skills and different types of movement.		
Large Motor Indicators (HSP.LM)		
<p>HSP.LM.PK1. Use large muscles with control and strength.</p>	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
<p>HSP.LM.PK2. Perform activities that combine and coordinate large muscle movements.</p>	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
<p>HSP.LM.PK3. Maintain balance when sitting, standing, or moving</p>	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
<p>HSP.LM.PK4. Exhibit strength and stamina to participate in a variety of large motor activities.</p>	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course

Nevada Standards	Waterford Digital Activities	Waterford Resources
Large Motor Indicators (HSP.LM) <i>continued</i>		
<p>HSP.LM.PK5. Use perceptual (e.g., visual spatial) information to guide movements around objects and other people.</p>	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between 	<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots
<p>Health, Safety, and Physical Development Standard 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.</p>		
Small Motor Indicators (HSP.SM)		
<p>HSP.SM.PK1. Use small motor hand muscles with strength and control to manipulate tools and other small items.</p>	<p>The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Unit 1, Pg. 56 Pencil Grip • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 4, Pg. 48 ABB Cereal Necklaces
<p>HSP.SM.PK2. Use the thumb and first three fingers to hold and manipulate tools for activities such as writing, drawing, and painting.</p>		<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Unit 1, Pg. 56 Pencil Grip
<p>HSP.SM.PK3. Exhibit eye hand coordination when manipulating small objects.</p>	<p>The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Unit 1, Pg. 56 Pencil Grip • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 4, Pg. 48 ABB Cereal Necklaces

Nevada Standards	Waterford Digital Activities	Waterford Resources
Language and Early Literacy		
Language and Early Literacy Standard 1: Demonstrate the ability to attend to and understand communication from others.		
Receptive Communication Indicators (L.RC)		
<p>L.RC.PK1. Use verbal and nonverbal signals to acknowledge communication from others.</p>	<ul style="list-style-type: none"> • Lost and Found • Find Me! • It's Not Fair! • Do I Have To? • Musical Mayhem • Perfect Present • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 3, Pg. 331 Thank-you Notes • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 6, Pg. 75 Grown-up Manners <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Guess How I'm Feeling
<p>L.RC.PK2. Show ongoing connection to a conversation, group discussion, or presentation.</p>	<p>Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
<p>L.RC.PK3. Recall and follow two- and three-step directions.</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to multi-step directions.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
<p>L.RC.PK4. Show understanding of books read aloud, stories, or explanations on a topic.</p>	<ul style="list-style-type: none"> • Find an Answer • Sum Up: Remember Order • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 3, Pg. 336 Tuesday Story: Call for Help
<p>L.RC.PK5. Listen with increasing attention span to gain new knowledge.</p>	<p>Engaging activities throughout Waterford hold children's attention as they concentrate on each task.</p>	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 6, Pg. 45 My Brain Is Always Growing • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

Nevada Standards	Waterford Digital Activities	Waterford Resources
Language and Early Literacy Standard 2: Demonstrate the ability to express themselves verbally or nonverbally.		
Expressive Communication Indicators (L.EC)		
<p>L.EC.PK1. Communicate to express self in detailed ways.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Journal Activities
<p>L.EC.PK2. Communicate in complete sentences using at least three words.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game
<p>L.EC.PK3. Follow conventions of conversation most of the time.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game
<p>L.EC.PK4. Share ideas and information from personal and group experiences.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game
<p>L.EC.PK5. Communicate to express needs and clarify a word or statement when misunderstood.</p>	<p>Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game

Nevada Standards	Waterford Digital Activities	Waterford Resources
Language and Early Literacy Standard 3: Use a variety of vocabulary words during play and other activities.		
Vocabulary Indicators (L.V)		
<p>L.V.PK1. Use vocabulary words with increasing specificity and variety to describe feelings, experiences, observations, and ideas.</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 4 My Body Can Do Amazing Things
<p>L.V.PK2. Use context to determine the meaning of unknown words.</p>	<ul style="list-style-type: none"> • Picture Clues • Vocabulary 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities
<p>L.V.PK3. Use a wide variety of words for many purposes.</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"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 4 My Body Can Do Amazing Things
<p>L.V.PK4. Use words that describe a category of objects that go together.</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry • Book: Buttons, Buttons • Match • Sort 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Sensory Table • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal
<p>L.V.PK5. Identify common opposite words.</p>	<ul style="list-style-type: none"> • Songs: Antonym Ant • Book: Opposites 	<ul style="list-style-type: none"> • Unit 6, Pg. 42 Opposites and Letter Sound /s/ • Unit 6, Pg. 42 Listening Activity: Opposites Onset-Rime
<p>L.V.PK6. Use words with similar meaning to describe an object, emotion, or action.</p>	<ul style="list-style-type: none"> • Songs: Synonym Tree 	<ul style="list-style-type: none"> • Unit 5, Pg. 151 Dinosaur Stomp
<p>L.V.PK7. Discuss and use new vocabulary words learned from stories, books, and/or other early literacy activities.</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 4 My Body Can Do Amazing Things

Nevada Standards	Waterford Digital Activities	Waterford Resources
<p>Language and Early Literacy Standard 4: Demonstrate knowledge of the alphabet and how letters are used in the reading process.</p>		
<p>Alphabet Knowledge Indicators (L.AK)</p>		
<p>L.AK.PK1. Identify the names of letters in own name and produce the sound of the first letter in own name.</p>	<ul style="list-style-type: none"> Name Game 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 1, Pg. 27 Letter Tile Names Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names Unit 1, Pg. 74 Name Magnets
<p>L.AK.PK2. Identify and name most letters in their uppercase form and some letters in their lowercase form.</p>	<ul style="list-style-type: none"> ABC Songs Distinguish Letters Letter Match Letter Checker Find the Letter Name That Letter Similarities and Differences in Letters 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions
<p>L.AK.PK3. Name and produce the letter sound for several letters</p>	<ul style="list-style-type: none"> Sound Song Name That Letter Sound Letter Sound Letter Sound Screening Sound Room 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/ Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/
<p>Language and Early Literacy Standard 5: Demonstrate knowledge of how print and books are read.</p>		
<p>Print and Book Awareness Indicators (L.PB)</p>		
<p>L.PB.PK1. Recognize that print carries a message and information.</p>	<ul style="list-style-type: none"> Print Concepts Letters Make Words 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 37 Print Knowledge: Books Story Time Activities Unit 1, Pg. 82 Letters Make Words Unit 1, Pg. 127 Dramatic Play: Construction Site

Nevada Standards	Waterford Digital Activities	Waterford Resources
Print and Book Awareness Indicators (L.PB) <i>continued</i>		
L.PB.PK2. Recognize environmental print and symbols.	<ul style="list-style-type: none"> Words in Your World 	<ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 35 Calendar Unit 1, Pg. 82 Letters Make Words
L.PB.PK3. Indicate that groups of letters form a word.	<ul style="list-style-type: none"> Letters Make Words 	<ul style="list-style-type: none"> Unit 1, Pg. 82 Letters Make Words
Language and Early Literacy Standard 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.		
Comprehension Indicators (L.C)		
L.C.PK1. Ask questions or make comments related to the details of a story.	<ul style="list-style-type: none"> Sum Up: Remember Order Sum Up: Five Ws 	<ul style="list-style-type: none"> Unit 1, Pg. 13 Going on a Bear Hunt Unit 1, Pg. 33 Dramatic Play: Bunny Cakes Unit 1, Pg. 83 Pat-a-Cake: Dough Time Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Story Time Activities
L.C.PK2. Retell a story, putting at least two events in the appropriate sequence.	<ul style="list-style-type: none"> Sum Up: Remember Order What Comes Next? 	<ul style="list-style-type: none"> Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
L.C.PK3. Predict what might happen next in a story	<ul style="list-style-type: none"> Peek at the Story Check My Prediction 	
L.C.PK4. Recall information and answer questions related to an event, text, or pictures related to self and the world around them.	<ul style="list-style-type: none"> Making Connections Step Into the Story Sum Up: Remember Order Sum Up: Five Ws Check My Prediction What Comes Next? 	<ul style="list-style-type: none"> Unit 1, Pg. 13 Going on a Bear Hunt Unit 1, Pg. 33 Dramatic Play: Bunny Cakes Unit 1, Pg. 83 Pat-a-Cake: Dough Time Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Story Time Activities
L.C.PK5. Use pictures to gain meaning and follow a simple pictorial direction.	<ul style="list-style-type: none"> Words Tell About the Pictures Picture Clues 	<ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 13 Reading Center Unit 1, Pg. 54 Morning Meeting Unit 1, Pg. 83 Pat-a-Cake: Dough Time

Nevada Standards	Waterford Digital Activities	Waterford Resources
Language and Early Literacy Standard 7: Demonstrate the use of written letters and symbols to communicate.		
Writing Indicators (L.W)		
L.W.PK1. Draw to express ideas, thoughts, or interests.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
L.W.PK2. Experiment with writing tools and materials for variety of purposes.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
L.W.PK3. Recreate basic shapes that form letters or draw the shapes while looking at a model.	<ul style="list-style-type: none"> • Letter Trace 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities • Introduction, Pg. 17 Writing Center
L.W.PK4. Write for a variety of purposes using increasingly sophisticated marks.		<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
L.W.PK5. Use letter-like approximation to print name.	<ul style="list-style-type: none"> • Name Game • Letter Trace 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
L.W.PK6. Share ideas, information from experiences, and opinions for class writing.		<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
L.W.PK7. Dictate words, phrases, or sentences to an adult who writes them down.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introduction to Journals • Journal Activities

Nevada Standards	Waterford Digital Activities	Waterford Resources
Language and Early Literacy Standard 8: Demonstrate knowledge of sounds within spoken language.		
Phonological Awareness Indicators (L.PA)		
<p>L.PA.PK1. Repeat rhyming words.</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me • Finish the Picture 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
<p>L.PA.PK2. Identify beginning sounds of some spoken words with which they are familiar.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/)
<p>L.PA.PK3. Identify two or more spoken words that share the same initial sound.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/)
<p>L.PA.PK4. Identify multiple parts of short words and long words.</p>	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Syllable Safari • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 5, Pg. 166 Listening Activity: Fast Syllables • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/)

Nevada Standards	Waterford Digital Activities	Waterford Resources
Science		
Science Standard 1: Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.		
Exploration, Observation, and Hypotheses Indicators (S.EO)		
<p>S.EO.PK1. Use smell, touch, sight, sound, and taste to make observations.</p>	<ul style="list-style-type: none"> • Songs: Five Senses • Sight • Touch • Hearing • Smell • Taste 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
<p>S.EO.PK2. Use tools to observe and describe objects, the environment, and processes.</p>		
<p>S.EO.PK3. Use observations and information to notice patterns, create groups based on similarities/ differences observed, and/ or make predictions.</p>	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Measurement Tools • Weather Tools 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 6, Pg. 18 Listening To My Body • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
<p>S.EO.PK4. Make predictions using prior knowledge and experience.</p>	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation

Nevada Standards	Waterford Digital Activities	Waterford Resources
Science Standard 2: Demonstrate the ability to use information gathered in different ways to conduct investigations.		
Scientific Investigation Indicators (S.SI)		
S.SI.PK1. Show curiosity and ask questions about things they are interested in that can be answered through an investigation.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do?
S.SI.PK2. Describe some of the steps and/or materials needed for an investigation or experiment.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
S.SI.PK3. Conduct simple investigations and gather information through observations to see what happens.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
Science Standard 3: Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.		
Analyses and Conclusions Indicators (S.AC)		
S.AC.PK1. Analyze observations from an investigation to develop an explanation or conclusion.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
S.AC.PK2. Describe possible cause and effect relationships from observation or prior knowledge.	<ul style="list-style-type: none"> • Songs: Push and Pull • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll

Nevada Standards	Waterford Digital Activities	Waterford Resources
<p>Science Standard 4: Demonstrate the ability to communicate about observations, investigations, and outcomes.</p>		
<p>Scientific Communication Indicators (S.SC)</p>		
<p>S.SC.PK1. Create pictures, diagrams, or 3D models to represent plans for an investigation.</p>		<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation
<p>S.SC.PK2. Illustrate or describe observations, results, and conclusions or explanations from an investigation or science related activities.</p>	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation
<p>S.SC.PK3. Use scientific content words during scientific inquiry and investigation.</p>	<ul style="list-style-type: none"> • Songs: Scientific Method • Science Investigation 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation
<p>S.SC.PK4. Use adjectives and scientific words to describe objects, materials, organisms, events, and processes.</p>	<ul style="list-style-type: none"> • Songs: Scientific Method • Science Investigation 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation

Nevada Standards	Waterford Digital Activities	Waterford Resources
Technology		
Technology Standard 1: Demonstrate knowledge that different types of technology tools have different uses, including digital, nondigital, and assistive technology		
Technology as a Tool Indicators (T.TT)		
T.TT.PK1. Identify a variety of digital technology tools and their uses.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.	<ul style="list-style-type: none"> • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
T.TT.PK2. Identify a variety of nondigital technology tools and their uses.	<ul style="list-style-type: none"> • Songs: Inventing • Books: Inventions All Around • Magnets • Simple Machines 	<ul style="list-style-type: none"> • Unit 7, Pg. 141 Tool Workshop
T.TT.PK3. Identify a variety of assistive technology tools and their uses.	<ul style="list-style-type: none"> • Songs: Inventing • Book: Inventions All Around • Magnets • Simple Machines • Science Tools 	<ul style="list-style-type: none"> • Unit 7, Pg. 141 Tool Workshop
Technology Standard 2: Use technology for communication and to gather and share information.		
Communicating Through Technology Indicators (T.CT)		
T.CT.PK1. Use technology to communicate information, with teacher assistance.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are
T.CT.PK2. Use technology to explore and answer questions about the world, with teacher assistance.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are

Nevada Standards	Waterford Digital Activities	Waterford Resources
Communicating Through Technology Indicators (T.CT) <i>continued</i>		
T.CT.PK3. Use technology tools to share ideas.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are
Technology Standard 3: Demonstrate safe and responsible use of technology and resources.		
Safe Use of Technology Indicators (T.SU)		
T.SU.PK1. Practice safe behavior while using digital tools and accessing resources.		<ul style="list-style-type: none"> • Unit 6, Pg. 117 Digital Safety
T.SU.PK2. Handle digital technology with care and responsibility		<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 6, Pg. 117 Digital Safety
T.SU.PK3. Recognize that passwords (or codes) are used to access digital technology.		<ul style="list-style-type: none"> • Unit 6, Pg. 117 Digital Safety
T.SU.PK4. Recognize that digital devices influence our world and change over time.		<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are • Unit 6, Pg. 117 Digital Safety

Nevada Standards	Waterford Digital Activities	Waterford Resources
Creative Expression		
Creative Expression Standard 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences		
Appreciation for Artistic Expression Indicators (C.AP)		
C.AP.PK1. Indicate interest or preferences in creative art forms.		<ul style="list-style-type: none"> • Music and Dance Activities • Visual Arts Activities • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 38 Illustration Investigation • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
C.AP.PK2. Creatively express themselves through different forms of art.		<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 139 Painting My Feelings
C.AP.PK3. Show respect for the creative work of others.		<ul style="list-style-type: none"> • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
C.AP.PK4. Use simple vocabulary words specific to the art form to express thoughts about artistic creations.		<ul style="list-style-type: none"> • Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
C.AP.PK5. Describe, comment on, and ask questions about visual art, music, dance, and drama.		<ul style="list-style-type: none"> • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk

Nevada Standards	Waterford Digital Activities	Waterford Resources
Creative Expression Standard 2: Choose to participate and express themselves through a variety of creative and artistic experiences.		
Self-Expression Through Art Indicators (C.SE)		
<p>C.SE.PK1. Make different musical tones and rhythms using voice, body, or instrument.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
<p>C.SE.PK2. Recognize and select a variety of simple songs, fingerplays, musical games, and musical activities, alone and with others.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
<p>C.SE.PK3. Select and listen to a variety of songs from diverse cultures.</p>	<ul style="list-style-type: none"> • Sing Around the World Songs 	
<p>C.SE.PK4. Identify and play a variety of musical instruments.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments
<p>C.SE.PK5. Take familiar songs and improvise to change the words, feelings, sound of voice, or dynamics.</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program

Nevada Standards	Waterford Digital Activities	Waterford Resources
Self-Expression Through Art Indicators (C.SE) <i>continued</i>		
C.SE.PK6. Move to the tempo and/or rhythm of music to create or participate in dance activities.		<ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
C.SE.PK7. Express self creatively through movement.		<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots
C.SE.PK8. Act out scenes based on books, stories, songs, everyday life, or imagination during play.		<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
C.SE.PK9. Use dress-up clothes or costumes and other props in dramatic play.		<ul style="list-style-type: none"> • Dramatic Play Activities
C.SE.PK10. Assume the role of a familiar person, animal, or thing and talk in the language/tone appropriate for that person, animal, or thing.		<ul style="list-style-type: none"> • Dramatic Play Activities
C.SE.PK11. Select materials and create visual artwork that expresses or represents experiences, ideas, feelings, and fantasy using various media without a model.		<ul style="list-style-type: none"> • Unit 3, Pg. 370 Shades of Paint • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Unit 7 Pg. 154 Gallery Talk

Nevada Standards	Waterford Digital Activities	Waterford Resources
Creative Expression Standard 3: Use creative arts as part of other learning activities		
Cross-Disciplinary Artistic Expression Indicators (C.CD)		
<p>C.CD.PK.1. Participate in music activities that include math, science, and/or early literacy knowledge.</p>	<p>Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
<p>C.CD.PK.2. Participate in creative arts activities from different cultures.</p>		<ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
<p>C.CD.PK.3. Combine aspects of music, movement, visual arts, and/or dramatic play together in creative expression activities.</p>		<ul style="list-style-type: none"> • Music and Dance Activities • Visual Arts Activities • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 38 Illustration Investigation • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
<p>C.CD.PK.4. Use visual arts activities as a means to express feelings, thoughts, knowledge, and skills in content areas such as language arts, science, and math.</p>		<ul style="list-style-type: none"> • Music and Dance Activities • Visual Arts Activities • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 38 Illustration Investigation • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program

Nevada Standards	Waterford Digital Activities	Waterford Resources
Mathematics		
Mathematics Standard 1: Demonstrate knowledge of numbers, numerals, and quantity.		
Number and Quantity Indicators (M.NQ)		
<p>M.NQ.PK1. Recite numbers from 1 to 20.</p>	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Order Numbers • Number Instruction 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 200 Counting in a Circle <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Racing Squirrels Counting Game • Shape Count
<p>M.NQ.PK2. Count backward from 5 to 1.</p>	<ul style="list-style-type: none"> • Songs: Counting Backward • Count Down 	<ul style="list-style-type: none"> • Unit 7, Pg. 229 Build One Less
<p>M.NQ.PK3. Give the next number name in the number series up to 10.</p>	<ul style="list-style-type: none"> • Songs: Counting On • Count On • Order Numbers • Number Chart • Number Instruction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 3, Pg. 271 What Comes Next?
<p>M.NQ.PK4. Recognize mistakes in others' counting and self-correct own counting.</p>	<ul style="list-style-type: none"> • Songs: Counting On • Count On • Order Numbers • Number Chart • Number Instruction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 3, Pg. 271 What Comes Next?
<p>M.NQ.PK5. Identify and use numbers related to order or position from first to fifth.</p>	<ul style="list-style-type: none"> • Songs: Ordinals • Book: The Circus Came to Town • Order Numbers 	<ul style="list-style-type: none"> • Unit 3, Pg. 304 Farmer Mash <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • First, Middle, Last • Position Words

Nevada Standards	Waterford Digital Activities	Waterford Resources
Number and Quantity Indicators (M.NQ) <i>continued</i>		
<p>M.NQ.PK6. Count up to 10 objects saying the number name in the correct order and pairing each object with one and only one number name.</p>	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 200 Counting in a Circle <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Racing Squirrels Counting Game • Shape Count
<p>M.NQ.PK7. Count using one-to-one correspondence and answer “How many?” questions for a group of up to 10 objects arranged in a straight line.</p>	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 200 Counting in a Circle <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Racing Squirrels Counting Game • Shape Count
<p>M.NQ.PK8. Instantly recognize and name the number of objects in a set up to five</p>	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets • Unit 7, Pg. 247 How Many Are Hiding? <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Dot Cards

Nevada Standards	Waterford Digital Activities	Waterford Resources
Number and Quantity Indicators (M.NQ) <i>continued</i>		
<p>M.NQ.PK9. Manipulate a set of objects to count out a specified or target number of up to 10 objects.</p>	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 200 Counting in a Circle <p><i>Family Resources in English or Spanish</i></p> <ul style="list-style-type: none"> • Racing Squirrels Counting Game • Shape Count
<p>M.NQ.PK10. Correctly identify the remaining number of objects in a set of up to four objects after one object is added or taken away.</p>	<ul style="list-style-type: none"> • Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 252 Find One More • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
<p>M.NQ.PK11. Compare two or more sets of up to 10 objects and accurately identify which sets are equal and which have more or fewer objects.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Match Numbers • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than
<p>M.NQ.PK12. Recognize and read some of the numerals between 0 and 10.</p>	<ul style="list-style-type: none"> • Number Instruction 	<ul style="list-style-type: none"> • Read and Write Number Activities
<p>M.NQ.PK13. Match the number of objects in a set to the correct numeral between 1 and 5.</p>	<ul style="list-style-type: none"> • Counting Songs • Object Counting • Number Instruction • Match Numbers • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 5, Pg. 200 Counting in a Circle

Nevada Standards	Waterford Digital Activities	Waterford Resources
Number and Quantity Indicators (M.NQ) <i>continued</i>		
M.NQ.PK14. Write, draw, or create objects to represent the numerals between 0 and 5.	<ul style="list-style-type: none"> • Number Instruction 	<ul style="list-style-type: none"> • Read and Write Number Activities
Mathematics Standard 2: Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.		
Patterns and Operations Indicators (M.PO)		
M.PO.PK1. Sort objects by attributes such as size and shape.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort
M.PO.PK2. Recognize, replicate, and extend simple repeating patterns.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns
M.PO.PK3. Create own simple pattern and identify the core unit of the repeating pattern.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns
M.PO.PK4. Solve simple addition and subtraction problems (where the answer is five or less), using objects to represent the problem.	<ul style="list-style-type: none"> • Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 247 How Many Are Hiding? <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Add Groups

Nevada Standards	Waterford Digital Activities	Waterford Resources
Mathematics Standard 3: Demonstrate the ability to measure and compare by size and volume.		
Measurement Indicators (M.ME)		
<p>M.ME.PK1. Compare or order up to five objects based on their measurable attributes, such as height or weight.</p>	<ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Length • Weight • Heavy and Light • Tall and Short • Big and Little 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight
<p>M.ME.PK2. Use comparative language to describe the length, size, or weight of two or more objects (e.g., shortest, heavier, biggest).</p>	<ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Length • Weight • Heavy and Light • Tall and Short • Big and Little 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight
<p>M.ME.PK3. Measure the length of an object using another object or group of objects.</p>	<ul style="list-style-type: none"> • Songs: Measuring Plants • Length 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length
Mathematics Standard 4: Analyze and compare common shapes and use knowledge of position in space.		
Geometry and Spatial Sense Indicators (M.GS)		
<p>M.GS.PK1. Identify basic shapes such as circles, triangles, squares, and rectangles regardless of size or orientation.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles

Nevada Standards	Waterford Digital Activities	Waterford Resources
Geometry and Spatial Sense Indicators (M.GS) <i>continued</i>		
<p>M.GS.PK2. Name, describe, and compare shapes in terms of length of sides, number of sides, and number of angles.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles
<p>M.GS.PK3. Identify basic 2D and 3D shapes in the environment.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 4, Pg. 8 Flat or Solid?
<p>M.GS.PK4. Create and build shapes from components.</p>	<ul style="list-style-type: none"> • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 366 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
<p>M.GS.PK5. Select, combine, rotate, and flip shapes to match an example.</p>	<ul style="list-style-type: none"> • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 366 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
<p>M.GS.PK6. Understand and use language related to directionality and the position of objects.</p>	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Right, Left • First, Middle, Last • First, Next, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On

Nevada Standards	Waterford Digital Activities	Waterford Resources
Social Emotional Standards & Indicators		
Social Emotional Standard 1: Develop self-awareness		
Self-Awareness Indicators		
SEL.SA.PK1 Develop personal interests and Self-efficacy	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
SEL.SA.PK2 Identify emotions	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Lost and Found • Soup's On! • Broken Lamp • Baby's Ball 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Emotion Cards • Guess How I'm Feeling • Panda and Tornado
SEL.SA.PK3 Cultivate a growth mindset	Waterford runs on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Social Emotional Standard 2: Develop self-management		
Self-Management Indicators		
SEL.SM.PK1 Regulate emotions	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments

Nevada Standards	Waterford Digital Activities	Waterford Resources
Self-Management Indicators <i>continued</i>		
SEL.SM.PK2 Set and achieve goals	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 1, Pg. 110 Plan, Do, Review
SEL.SM.PK3 Develop agency	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game
Social Emotional Standard 3: Develop social awareness		
Social Awareness Indicators		
SEL.SoA.PK1 Recognize the emotions and perspectives of others	<ul style="list-style-type: none"> • Do I Have To? • Lost Dinosaur • Squirrel Blocks • Clubhouse • Papa's Thumb • Lost Keys • Where's Papa? • Lost and Found • Broken Vase • Come Inside 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings

Nevada Standards	Waterford Digital Activities	Waterford Resources
Social Awareness Indicators <i>continued</i>		
SEL.SoA.PK2 Demonstrate empathy and compassion	<ul style="list-style-type: none"> • Do I Have To? • Baby's Blocks • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Please and Thank You • Teaching Children Manners
SEL.SoA.PK3 Practice gratitude		<ul style="list-style-type: none"> • Unit 3, Pg. 329 Thank-you Notes • Unit 6, Pg. 10 Please and Thank You <p><u>Family Resources in English or Spanish</u></p> <ul style="list-style-type: none"> • Please and Thank You • Teaching Children Manners
Social Emotional Standard 4: Develop relationship skills		
Relationship Skills Indicators		
SEL.RS.PK1 Communicate effectively	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules as they develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
SEL.RS.PK2 Practice teamwork and collaborative problem solving	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

Nevada Standards	Waterford Digital Activities	Waterford Resources
Relationship Skills Indicators <i>continued</i>		
SEL.RS.PK3 Seek and offer support when needed	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
Social Emotional Standard 5: Practice responsible decision making		
Responsible Decision Making Indicators		
SEL.RDM.PK1 Cultivate curiosity and open-mindedness	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Observation: From Egg to Chick • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
SEL.RDM.PK2 Make reasoned decisions & judgments	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Unit 6, Pg. 48 Flag On the Moon
SEL.RDM.PK3 Understand the impact of your actions	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game

Pre-Reading

Sing a Rhyme Songs & Books

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

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

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

Early Readable Books

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

Basic Reading

Traditional Tales & Stories

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

Informational Books

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

Readable Books

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

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

Fluent Reading

Read-Along Books

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

Informational Books

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

Readable Books

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

Readable Story Sentences

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



Support

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

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.

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



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Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

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

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

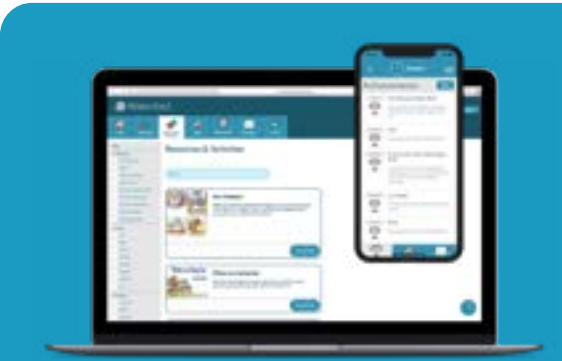
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

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

Phonological Awareness Letters

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



Waterford Family

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