



# Alignment

## June 2026

**99%**  
Aligned

**Waterford  
Upstart**

**Texas  
Prekindergarten  
Guidelines 2022**

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

This document provides a detailed alignment of **Waterford Early Learning** to **Texas Prekindergarten Guidelines 2022**.

## Alignment Description

This document aligns Texas Prekindergarten Guidelines 2022 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](#).

## I. Social and Emotional Development Domain 1

- A. Self-Concept .....1
- B. Self-Regulation.....1
- C. Relationships with Others.....2
- D. Social Awareness.....3

## II. Emergent Literacy: Language and Communication Domain 4

- A. Listening Comprehension ..... 4
- B. Speaking (Conversation) ..... 4
- C. Articulation .....5
- D. Vocabulary.....5
- E. Sentences and Structure ..... 6

## III. Emergent Literacy: Reading Domain 7

- A. Motivation to Read ..... 7
- B. Phonological Awareness ..... 7
- C. Alphabet Knowledge..... 9
- D. Comprehension of Text..... 9
- E. Concepts of Print .....10

## IV. Emergent Literacy: Writing Domain 11

- A. Motivation to Write ..... 11
- B. Writing as a Process ..... 11
- C. Conventions in Writing .....12

## V. Mathematics Domain 13

- A. Number Sense.....13
- B. Joining and Separating.....14
- C. Geometry and Spatial Sense.....14
- D. Measurement .....15
- E. Classification and Patterns .....16

## VI. Science Domain 17

- A. Physical Science.....17
- B. Life Science .....18
- C. Earth and Space Science.....19

## VII. Social Studies Domain 20

- A. People Past and Present .....20
- B. Economics .....21
- C. Geography .....21
- D. Citizenship.....21

## VIII. Fine Arts Domain 22

- A. Art .....22
- B. Music .....22
- C. Dramatic Expression .....22

## IX. Physical Development Domain 23

- A. Gross Motor Development.....23
- B. Fine Motor Development .....23
- C. Personal Safety and Health.....23

## X. Technology Applications Domain 24

- A. Technology and Devices.....24

## Books and Related Activities 26

## Family Engagement Resources 29

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>I. Social and Emotional Development Domain</b>		
<b>A. Self-Concept</b>		
<b>PK4.I.A.1</b> Child is aware of where own body is in space and respects personal boundaries.		<ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>
<b>PK4.I.A.2</b> Child shows self-awareness of physical attributes, personal preferences, and own abilities.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> </ul>	
<b>PK4.I.A.3</b> Child shows reasonable opinion of his own abilities and limitations.		
<b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.	<ul style="list-style-type: none"> <li>• Baby's Blocks</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>	
<b>B. Self-Regulation</b>		
<b>1. Behavior Control</b>		
<b>PK4.I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults.		<ul style="list-style-type: none"> <li>• Good Playing Rules</li> <li>• Teaching Children Manners</li> <li>• Please and Thank You</li> <li>• Garbage Elves</li> <li>• Guess My Rule</li> </ul>
<b>PK4.I.B.1.b</b> Child takes care of and manages classroom materials.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>2. Emotional Control</b>		
<b>PK4.I.B.2.a</b> Child begins to understand the connection between emotions and behaviors.	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"> <li>• Emotion Cards</li> <li>• Guess How I’m Feeling</li> <li>• Panda and Tornado</li> </ul>
<b>PK4.I.B.2.b</b> Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> </ul>	
<b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	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"> <li>• Emotion Cards</li> <li>• Guess How I’m Feeling</li> <li>• Panda and Tornado</li> </ul>
<b>3. Control of Attention</b>		
<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	
<b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 65 - 67</li> </ul>
<b>PK4.I.B.1.c.</b> Child regulates own behavior with occasional reminders or assistance from adults.	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"> <li>• Lots of Feelings</li> </ul>
<b>C. Relationships with Others</b>		
<b>PK4.I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>C. Relationships with Others <i>continued</i></b>		
<b>PK4.I.C.2</b> Child assumes various roles and responsibilities as part of the classroom community.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• The Picnic</li> </ul>	
<b>PK4.I.C.3</b> Child shows competence in initiating social interactions.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>
<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.	<ul style="list-style-type: none"> <li>• Clubhouse</li> </ul>	
<b>PK4.I.C.5</b> Child initiates problem solving strategies when experiencing conflicts with others and seeks adult support when necessary.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
<b>PK4.I.C.6</b> Child demonstrates empathy and caring for others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>	
<b>PK4.I.C.7</b> Child interacts with peers and has preferred friends.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Party Time</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• This Belongs to a Friend</li> <li>• How to Listen Like a Friend</li> </ul>
<b>D. Social Awareness</b>		
<b>PK4.I.D.1</b> Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>II. Emergent Literacy: Language and Communication Domain</b>		
<b>A. Listening Comprehension</b>		
<p><b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers.</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 detailed, multi-step directions.</p>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 65 - 67</li> </ul>
<p><b>PK4.II.A.2</b> Child shows understanding by following three step verbal directions.</p>	<p>While interacting with Waterford, children listen to and follow multi-step directions.</p>	
<b>B. Speaking (Conversation)</b>		
<p><b>PK4.II.B.1</b> Child uses language for multiple purposes.</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>	
<p><b>PK4.II.B.2</b> Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</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>	
<p><b>PK4.II.B.3</b> Child provides appropriate information in various settings.</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>	
<p><b>PK4.II.B.4</b> Child matches language to social contexts.</p>	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>C. Articulation</b>		
<p><b>PK4.II.C.1</b> Child's speech is understood by both familiar and unfamiliar adults and peers.</p>	<p>Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.</p>	
<p><b>PK4.II.C.2</b> Child demonstrates growing understanding of the intonation of language.</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>	
<b>D. Vocabulary</b>		
<p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Top, Beside, and Bottom</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>	
<p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>	<ul style="list-style-type: none"> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>	
<p><b>PK4.II.D.3</b> Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>E. Sentences and Structure</b>		
<p><b>PK4.II.E.1</b> Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?</li> <li>• Sentences</li> </ul>	
<p><b>PK4.II.E.2</b> Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement.</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Verbs</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Yesterday/Tomorrow</li> </ul>	
<p><b>PK4.II.E.3</b> Child uses sentences that combine multiple phrases or ideas.</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>	
<p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</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>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>III. Emergent Literacy: Reading Domain</b>		
<b>A. Motivation to Read</b>		
<p><b>PK4.III.A.1</b> Child engages in story-related prereading activities.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read With Me Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> <p>(See titles at end of document.)</p>	
<p><b>PK4.III.A.2</b> Child self selects books and other written materials to engage in prereading behaviors.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> <p>(See titles at end of document.)</p>	
<p><b>PK4.III.A.3</b> Child recognizes that all print carries meaning and serves as a means for communication.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	
<b>B. Phonological Awareness</b>		
<p><b>PK4.III.B.1</b> Child identifies the individual words in a spoken sentence.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 37 - 40</li> </ul>
<p><b>PK4.III.B.2</b> Child distinguishes differences between similar-sounding words.</p>	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Barnyard Bash</li> <li>• Change One Sound</li> <li>• Phoneme Substitution</li> </ul>	
<p><b>PK4.III.B.3</b> Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p>	<ul style="list-style-type: none"> <li>• Songs: Compound Words</li> <li>• Syllable Deletion With Compound Words</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>B. Phonological Awareness <i>continued</i></b>		
<p><b>PK4.III.B.4</b> Child manipulates compound words with pictorial or gestural support.</p>	<ul style="list-style-type: none"> <li>• Songs: Compound Words</li> <li>• Syllable Deletion With Compound Words</li> </ul>	
<p><b>PK4.III.B.5</b> Child begins to blend and segment syllables in multisyllabic words.</p>	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Deletion With Compound Words</li> <li>• Blend Spoken Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 37 - 40</li> </ul>
<p><b>PK4.III.B.6</b> Child identifies rhyming words.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyming Words</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	
<p><b>PK4.III.B.7</b> Child identifies alliterative words with pictorial support.</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 35 - 36</li> </ul>
<p><b>PK4.III.B.8</b> Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p>	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> </ul>	
<p><b>PK4.III.B.9</b> Child blends and segments one-syllable words by phonemes with visual or gestural support.</p>	<ul style="list-style-type: none"> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes Instruction</li> <li>• Blending Riddles: Individual Phonemes</li> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 37 - 40</li> </ul>

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>C. Alphabet Knowledge</b>		
<p><b>PK4.III.C.1</b> Child recognizes and names at least 20 letters (upper- or lower-case letters).</p>	<ul style="list-style-type: none"> <li>• ABC Song</li> <li>• Letter Introduction</li> <li>• Letter Match</li> <li>• Letter Checker</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter</li> <li>• Lowercase Letter</li> </ul>
<p><b>PK4.III.C.2</b> Child recognizes at least 20 distinct letter-sound correspondences.</p>	<ul style="list-style-type: none"> <li>• ABC Song</li> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Sound Activities</li> <li>• Capital Letter</li> <li>• Lowercase Letter</li> <li>• Waterford Upstart Activity Book, Pg. 23 - 31</li> </ul>
<p><b>PK4.III.C.3</b> Child produces at least 20 distinct letter sound correspondences.</p>	<ul style="list-style-type: none"> <li>• ABC Song</li> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Sound Activities</li> <li>• Capital Letter</li> <li>• Lowercase Letter</li> <li>• Waterford Upstart Activity Book, Pg. 35 - 36</li> </ul>
<b>D. Comprehension of Text</b>		
<p><b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>D. Comprehension of Text <i>continued</i></b>		
<p><b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Describe Characters</li> </ul>	
<p><b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud.</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> </ul>	
<p><b>PK4.III.D.4</b> Child makes inferences and predictions about a text.</p>	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Picture Clues</li> </ul>	
<b>E. Concepts of Print</b>		
<p><b>PK4.III.E.1</b> Child can distinguish between elements of print including letters, words, and pictures.</p>	<ul style="list-style-type: none"> <li>• Letter Introduction</li> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> </ul>	
<p><b>PK4.III.E.2</b> Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>E. Concepts of Print <i>continued</i></b>		
<p><b>PK4.III.E.3</b> Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p>	<ul style="list-style-type: none"> <li>• Songs: Sentence Marks; What Is a Sentence?</li> <li>• Sentence Marks</li> <li>• Sentences</li> </ul>	
<b>IV. Emergent Literacy: Writing Domain</b>		
<b>A. Motivation to Write</b>		
<p><b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	
<p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	
<b>B. Writing as a Process</b>		
<p><b>PK4.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<p>Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	
<p><b>PK4.IV.B.2</b> Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</p>	<p>Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	
<p><b>PK4.IV.B.3</b> Child shares and celebrates class-made and individual written products.</p>	<p>Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.</p>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>C. Conventions in Writing</b>		
<p><b>PK4.IV.C.1</b> Child writes first name (or nickname) using legible letters in the proper sequence.</p>	<ul style="list-style-type: none"> <li>• Name Game</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter</li> <li>• Lowercase Letter</li> <li>• Name Writing</li> <li>• Waterford Upstart Activity Book, Pg. 31</li> </ul>
<p><b>PK4.IV.C.2</b> Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.</p>	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> </ul>	
<p><b>PK4.IV.C.3</b> Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.</p>		
<p><b>PK4.IV.C.4</b> Child uses appropriate directionality when writing (e.g., top to bottom, left to right).</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	
<p><b>PK4.IV.C.5</b> Child begins to experiment with punctuation when writing.</p>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>V. Mathematics Domain</b>		
<b>A. Number Sense</b>		
<b>PK4.V.A.1</b> Child rote counts from 1 to 30.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Racing Squirrels Counting Game</li> <li>• Shape Count</li> </ul>
<b>PK4.V.A.2</b> Child counts up to 10 objects with one-to-one correspondence.	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Counting Songs</li> <li>• Match Numbers</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>	
<b>PK4.V.A.3</b> Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 45 - 47 and 56-59</li> </ul>
<b>PK4.V.A.4</b> Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Dot Cards</li> <li>• Waterford Upstart Activity Book, Pg. 46 and 48</li> </ul>
<b>PK4.V.A.5</b> Child recognizes numerals 0-10.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Number Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 45 - 47 and 56-59</li> </ul>
<b>PK4.V.A.6</b> Child represents quantities up to 10.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>A. Number Sense <i>continued</i></b>		
<p><b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.</p>	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> </ul>	
<p><b>PK4.V.A.8</b> Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than</li> <li>• Books: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	
<b>B. Joining and Separating</b>		
<p><b>PK4.V.B.1</b> Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; On the Bayou; Addition</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Act Out Addition</li> </ul>	<ul style="list-style-type: none"> <li>• Add Groups</li> </ul>
<p><b>PK4.V.B.2</b> Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.</p>	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Circus Subtraction</li> <li>• Books: Five Delicious Muffins</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>	
<b>C. Geometry and Spatial Sense</b>		
<p><b>PK4.V.C.1</b> Child names and describes common 2D shapes and names at least 1 solid 3D shape.</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>C. Geometry and Spatial Sense</b> <i>continued</i>		
<p><b>PK4.V.C.2</b> Child creates shapes using materials and/or manipulatives.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	
<p><b>PK4.V.C.3</b> Child demonstrates use of position words.</p>	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat</li> <li>• Books: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• First, Middle, Last</li> <li>• Position Words</li> </ul>
<p><b>PK4.V.C.4</b> Child recognizes common shapes, regardless of orientation and size.</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	
<b>D. Measurement</b>		
<p><b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Savanna Size</li> <li>• Length</li> <li>• Tall and Short</li> <li>• Order Size</li> </ul>	
<p><b>PK4.V.D.2</b> Child recognizes and compares capacity based on how much space exists within an object.</p>	<ul style="list-style-type: none"> <li>• Capacity</li> </ul>	
<p><b>PK4.V.D.3</b> Child recognizes and compares weights of objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Large, Larger, Largest</li> <li>• Weight</li> <li>• Heavy and Light</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>D. Measurement <i>continued</i></b>		
<p><b>PK4.V.D.4</b> Child uses language to describe concepts associated with the passing of time within a day.</p>	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	
<b>E. Classification and Patterns</b>		
<p><b>PK4.V.E.1</b> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p>	<ul style="list-style-type: none"> <li>• Songs: Same and Different; All Sorts of Laundry; Savanna Size</li> <li>• Books: Buttons, Buttons</li> <li>• Sort</li> <li>• Big and Little</li> </ul>	
<p><b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.</p>	<ul style="list-style-type: none"> <li>• Books: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Science Observation: From Egg to Chick</li> </ul>	
<p><b>PK4.V.E.3</b> Child recognizes, duplicates, extends, and creates patterns.</p>	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 49 and 51</li> </ul>

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>VI. Science Domain</b>		
<b>A. Physical Science</b>		
<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See</li> <li>• Length</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Solid and Liquid</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</li> </ul>	
<p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat</li> <li>• Books: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>	
<p><b>PK4.VI.A.3</b> Child uses simple scientific tools to learn about objects.</p>	<ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>A. Physical Science</b> <i>continued</i>		
<p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues</li> <li>• Books: I Want to Be a Scientist Like Thomas Edison; Lightning Bells</li> <li>• Sun</li> </ul>	
<b>B. Life Science</b>		
<p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p>	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	
<p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p>	<ul style="list-style-type: none"> <li>• Songs: Plants are Growing</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Science Observation: From Egg to Chick</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>B. Life Science <i>continued</i></b>		
<p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Seasons</li> <li>• Books: That’s What I Like: A Book About Seasons</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Desert</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Water for Plants</li> <li>• Light for Plants</li> </ul>
<b>C. Earth and Space Science</b>		
<p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> </ul>	
<p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon, Precipitation</li> <li>• Books: Star Pictures; Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>C. Earth and Space Science</b> <i>continued</i>		
<p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	
<p><b>PK4.VI.C.4</b> Child demonstrates an understanding of the importance of caring for our environment and our planet.</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>	
<b>VII. Social Studies Domain</b>		
<b>A. People Past and Present</b>		
<p><b>PK4.VII.A.1</b> Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p>	<ul style="list-style-type: none"> <li>• Songs: Same and Different</li> <li>• Books: Seeing Fingers; In the Rain; José Three; Mine</li> </ul>	
<p><b>PK4.VII.A.2</b> Child identifies similarities and differences in characteristics of families.</p>	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> <li>• Soup's On!</li> </ul>	
<p><b>PK4.VII.A.3</b> Child connects his life to events, time, and routines</p>	<ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Seasons</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>B. Economics</b>		
<p><b>PK4.VII.B.1</b> Child demonstrates an understanding that all people need food, clothing, and shelter.</p>	<ul style="list-style-type: none"> <li>• Songs: Food From Plants</li> <li>• Books: Whatever the Weather</li> <li>• Food From Plants</li> <li>• Healthy Food</li> </ul>	
<p><b>PK4.VII.B. 2</b> Child demonstrates an understanding of what it means to be a consumer.</p>	<ul style="list-style-type: none"> <li>• Books: Follow the Apples!</li> </ul>	
<p><b>PK4.VII.B.3</b> Child discusses the roles and responsibilities of family, school, and community helpers.</p>		<ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>
<b>C. Geography</b>		
<p><b>PK4.VII.C.1</b> Child identifies and creates common geographic features.</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See</li> <li>• Books: Where in the World Would You Go Today?</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Desert</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>
<p><b>PK4.VII.C.2</b> Child explores geography tools and resources</p>	<p>Each Sing Around the World: Intro displays a map highlighting the location of the country represented.</p>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>D. Citizenship</b>		
<b>PK4.VII.D.1</b> Child identifies the United States and Texas flag.	<ul style="list-style-type: none"> <li>• Sing Around the World: Intro (s)</li> </ul>	
<b>PK4.VII.D.2</b> Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.		
<b>PK4.VII.D.3</b> The child engages in voting as a method for group decision making.		
<b>VIII. Fine Arts Domain</b>		
<b>A. Art</b>		
<b>PK4.VIII.A.1</b> Child uses a variety of art materials for sensory experiences and exploration.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
<b>PK4.VIII.A.2</b> Child uses art as a form of creative self expression and representation.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>PK4.VIII.A.3</b> Child demonstrates interest in and shows appreciation for the creative work of others.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Squirrel’s Sketches</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>B. Music</b>		
<b>PK4.VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	Music is an integral part of Waterford, including songs specific to learning objectives, as well as the use of background classical music throughout the program.	
<b>PK4.VIII.B.2</b> Child responds to different musical styles through movement and play.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>C. Dramatic Expression</b>		
<b>PK4.VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> </ul>
<b>IX. Physical Development Domain</b>		
<b>A. Gross Motor Development</b>		
<b>PK4.IX.A.1</b> Child demonstrates coordination and balance in isolation.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga Poster</li> </ul>
<b>PK4.IX.A.2</b> Child coordinates sequence of movements to perform tasks.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 69</li> </ul>
<b>B. Fine Motor Development</b>		
<b>PK4.IX.B.1</b> Child shows control of tasks that require small muscle strength and control.	Engaging in Waterford activities requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	
<b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye hand coordination.	The daily use of a touch pad or mouse helps develop eye-hand coordination.	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>C. Personal Safety and Health</b>		
<p><b>PK4.IX.C.1</b> Child practices good habits of personal safety.</p>	<ul style="list-style-type: none"> <li>• Songs: Storms</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Telephones</li> <li>• Fire Safety Activities for Kids</li> </ul>
<p><b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.</p>	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Build Knowledge: The Germs</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> </ul>
<p><b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.</p>	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>
<b>X. Technology Applications Domain</b>		
<b>A. Technology and Devices</b>		
<p><b>PK4.X.A.1</b> Child opens and navigates through digital learning applications and programs, when appropriate.</p>	<p>Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, or entering answers on the keyboard.</p>	
<p><b>PK4.X.A.2</b> Child uses and names a variety of digital tools that support and enhance learning.</p>	<p>While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).</p>	
<p><b>PK4.X.A.3</b> Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.</p>	<ul style="list-style-type: none"> <li>• Create Your Own Environment</li> </ul>	

Texas Standards	Waterford Digital Activities	Waterford Family Resources
<b>A. Technology and Devices</b> <i>continued</i>		
<p><b>PK4.X.A.4</b> Child uses technology to access appropriate information, with adult assistance.</p>	<p>Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, or entering answers on the keyboard.</p>	
<p><b>PK4.X.A.5</b> Child practices safe behavior while using digital tools and resources.</p>	<p>Waterford is mindful of screen time and the session ends after the recommended 15 minutes of instruction.</p>	

## 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?

## Pre-Math and Science

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## Basic Math and Science

### Math and Science Books

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

## Fluent Math and Science

### Math and Science Books

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



### Support

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

## Research-Driven Development

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

## Spanish Family Engagement Resources

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

## Songs

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

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

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

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

## Weekly Homelink Newsletters

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

## Math Homelink Newsletters

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

## Science Homelink Newsletters

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

## Reading Homelink Newsletters

### Alphabet Knowledge Comprehension and Vocabulary

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

## Readiness Skills Letters

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

## Phonological Awareness Letters

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



**Waterford Family**

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