

Alignment

July 2026

100%
Aligned

**Waterford
Early Learning /
SmartStart**

**Delaware
Early Learning
Foundations
Preschool**

This document provides a detailed alignment of **Waterford Early Learning** to **Delaware Early Learning Foundations**.

Alignment Description

This document aligns Delaware Early Learning Foundations 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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Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
SOCIAL AND EMOTIONAL DEVELOPMENT		
Self-Concept		
SE35 Participate in meaningful responsibilities	• Books: Mine; Ooey, Goey Mud • My Family: My Name Is Squirrel • Squirrel's Sketches	• Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 6, Pg. 45 My Brain Is Always Growing • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver <i>Family Resources in English and Spanish:</i> • Lots of Feelings • Guess How I'm Feeling
SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways	• Do I Have To? • It's Not Fair! • Lost and Found • Boo Hoo Baby	• Introduction, Pg. 16 Private Place • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 7, Pg. 139 Painting My Feelings <i>Family Resources in English and Spanish:</i> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards
E37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging	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.	• Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I'm Responsible • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 326 We All Have Jobs • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Self-Regulation		
SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)	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.”	• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
E39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)	• Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb	• Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
SE40 Express feelings through play and artistic representation	• Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb	• Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
SE41 Begin to understand that actions have consequences	• Find Me! • Lost and Found • It's Not Fair! • Do I Have To?	• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling <u>Family Resources in English and Spanish:</u> • Emotion Cards

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Self-Regulation <i>continued</i>		
SE42 Follow simple rules and routines with minimal help	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.	• Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 29 Reflection and Dismissal • Unit 1, Pg. 40 Snack • Unit 1, Pg. 54 Morning Meeting • Unit 4, Pg. 26 Journal Prompt: I feel • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 57 Self-Control Instruments • Unit 6, Pg. 75 Grown-up Manners • Unit 7, Pg. 139 Painting My Feelings
SE43 Experience logical and natural consequences	• Find Me! • Lost and Found • It's Not Fair! • Do I Have To?	• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling <i>Family Resources in English and Spanish:</i> • Emotion Cards
SE44 Complete activities that he/she has started	Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	• Unit 1, Pg. 6 Learning • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 34 Counting and Attendance • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
SE45 Use materials purposefully, safely, and respectfully	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	• Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together
SE46 Attempt to solve problems in a positive manner	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Social Relationships and Cooperation		
SE47 Develop trust in familiar adults and close peers	• Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb	• Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
SE48 Receive guidance, support and directions from a range of familiar adults	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
SE49 Develop and maintain friendships with peers	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.	• Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
SE50 Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them	• Books: : I Hate Peas; Ooey, Gooney Mud; Bad News Shoes; Movin' to the Music Time • My Family • Come Inside • Squirrel's Sketches	• Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)	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.	• Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 29 Reflection and Dismissal • Unit 1, Pg. 40 Snack • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 6, Pg. 75 Grown-up Manners • Unit 7, Pg. 139 Painting My Feelings

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Social Relationships and Cooperation <i>continued</i>		
SE52 Develop ability to initiate and sustain play with peers	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	• Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together
SE53 Be a helpful member of a group or household through sharing tasks or chores		• Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together
SE54 Develop turn taking and negotiation skills	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
APPROACHES TO LEARNING		
Initiative and Curiosity		
AL31 Participate in a variety of tasks and activities using all five senses	• Perfect Present • Part Time	• Center Activities • Dramatic Play Activities • Unit 1, Pg. 6 Learning • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 212 It's Different, But It's Good!

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Initiative and Curiosity <i>continued</i>		
AL32 Make independent choices during play and throughout the daily routine	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	- Unit 1, Pg. 32 Train My Brain: Determination - Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence	When children need extra assistance to finish a task, 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.	- Unit 1, Pg. 32 Train My Brain: Determination - Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks	- Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver - Science Investigation - Perfect Present - Part Time	- Unit 1, Pg. 6 Learning - Unit 4, Pg. 96 Good Friends Activity: I Try New Things - Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas - Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver - Unit 7, Pg. 212 It's Different, But It's Good!
Engagement and Persistence		
AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	When children need extra assistance to finish a task, 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.	- Dramatic Play Activities - Unit 1, Pg. 6 Learning - Unit 4, Pg. 96 Good Friends Activity: I Try New Things - Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas - Unit 7, Pg. 212 It's Different, But It's Good!
AL36 Begin to develop and follow through with plan for play and other activities	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	- 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
AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow me instruction.	- Unit 1, Pg. 32 Train My Brain: Determination - Unit 6, Pg. 99 Gook Friends Activity: I'm a Problem Solver - Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Reasoning and Problem Solving		
AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults	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	• Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 141 Tool Workshop
AL40 Demonstrate the ability to sequence events	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 141 Tool Workshop
AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems	When children need extra assistance to finish a task, 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.	• Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
LANGUAGE AND LITERACY		
Receptive Communication		
LL31 Respond to their names, requests for action, or information	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 20 May I Help Game
LL32 Develop listening, watching, attention, and comprehension skills	While interacting with Waterford, children listen to and follow multi-step directions.	• Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 6, Pg. 75 Grown-up Manners

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Receptive Communication <i>continued</i>		
LL33 Follow two- or three-step directions	While interacting with Waterford, children listen to and follow multi-step directions.	• Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
LL34 Identify particular sounds in the environment through different media	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.	• Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
LL35 Respond to questions	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	• Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
LL36 Increase vocabulary to include prepositions and basic concepts	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	• Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
Expressive Communication		
LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal)	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	• Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Expressive Communication <i>continued</i>		
LL38 Communicate so they will be understood by peers and adults	Social-emotional video series, models conversations between characters as they gather information and reach conclusions. Two examples are “Do I Have To?” and “It’s Not Fair.”	• 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. 75 Grown-up Manners
LL39 Play with language such as rhyming	• Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Rhyming Words	• 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
LL40 Use language to enter play situation	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.	• Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
LL41 Participate in turn taking conversations	• Songs: Verbs; It Happened Yesterday • Verbs • Past Tense Verbs • Irregular Verbs	• 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. 75 Grown-up Manners

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Expressive Communication <i>continued</i>		
LL42 Dictate a story to an adult	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Sum Up, Five Ws: • Sum Up, Remember Order • Look at Details	• Story Time Activities • Journal Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
LL43 Communicate using multiple words/ phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features	• Songs: What is a Sentence?; Sentence Marks • Sentences • Nouns • Verbs • Plural Nouns	• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
LL44 Use volume and tone or ASL facial grammar appropriate to the situation	Waterford Early Learning provides many activities related to vocabulary acquisition and use. Online books include bold-faced vocabulary words. When any word is selected, students hear the word repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	• Introduction, Pg. 13 Reading Center • Story Time Activities
LL45 Respond appropriately to messages in conversation		• Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Expressive Communication <i>continued</i>		
LL46 Express emotions through language	• Broken Lamp • Squirrel's Blocks • Broken Vase • Lost Dinosaur • It's Not Fair! • Do I Have To?	• 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 <u>Family Resources in English and Spanish:</u> • Lots of Feelings • Guess How I'm Feeling • Panda and Tornado
LL47 Use language appropriately during play situations	• Pretend Play	• Dramatic Play Activities • Introduction, Pg. 9 Block Center • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 178 Fox in a Box <u>Family Resources in English and Spanish:</u> • Patterns
LL48 Experiment with patterns in word	• Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 82 Letters Make Words • Story Time Activities

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Emergent Reading		
LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	• Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)	• Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message
LL50 Show increasing awareness of print, familiar signs, labels, and symbols	• Print Concepts • Letters Make Words • Words in your World	• Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 82 Letters Make Words
LL51 Identify and name letters of the alphabet	• ABC Songs • Letter Sound • Letters Introduction • Letter Pictures • Name That Letter • Letter Checker • Name Game	• Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 22 Name Song • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters	• Name Game	• Unit 1, Pg. 22 Name Song • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names <u>Family Resources in English and Spanish:</u> • Name Writing

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Emergent Reading <i>continued</i>		
LL53 Recognize common letter sounds at the beginning, middle, and end of words	• Songs: Mama Squirrel Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels; • Consonants • Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Letter Sound Screening • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?	• Unit 1, Pg. 17 Llama Llama Sounds • Unit 1, Pg. 118 Sound Order • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/ • Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/) • Unit 6 Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/
LL54 Know the difference between upper- and lower-case letters	• Letter Pictures • Letter Trace • Print Concepts • Coloring Game • Letter Checker	• Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Unit 4, Pg. 46 Lowercase Letters

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Emergent Reading <i>continued</i>		
LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told	• Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Find an Answer • Look at Details • Ask a Question • What Comes Next? • Peek at the Story • Science Investigation	• Story Time Activities
LL56 Understand the parts of a book and how it is used	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	• Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom	• Print Concepts • Letters Make Words	• Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 23 Morning Message
L58 Explore different types of literature such as narrative (story) and informative (non-fiction)	• Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	• Unit 1, Pg. 38 Illustration Investigation • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Storytelling Festival • Story Time Activities
LL59 Demonstrate that print represents someone's thoughts and ideas	• Letters Make Words	• Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 23 Morning Message

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Emergent Reading <i>continued</i>		
LL60 Interpret pictures	Words in your World	- Story Time Activities - Unit 1, Pg. 39 Story Time Activity - Unit 1, Pg. 46 The Apple Tree: Discuss the Story
LL61 Hear words in a sentence and syllables in words	- Syllable - Syllable Safari	- Unit 5, Pg. 144 Listening Activity: Elephant Syllables - Unit 5, Pg. 156 Listening Activity: Fishy Syllables - Unit 5, Pg. 166 Listening Activity: Fast Syllables
LL62 Know that print is read and pictures are not	- Words in your World - Print Concepts	- Story Time Activities - Unit 1, Pg. 39 Story Time Activity - Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Emergent Writing		
LL63 Use scribbles, symbols, or drawings to share experiences	- Print Concepts - Letters Make Words - Letter Trace	- Journal Activities - Story Time Activities - Introduction, Pg. 17 Writing Center - Unit 1, Pg. 23 Morning Message
LL64 Use a variety of writing tools and materials	Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.	Unit 1, Pg. 56 Pencil Grip
LL65 Trace and copy shapes and letters		- Journal Activities - Read and Write Number Activities - Capital Letter Introductions - Lowercase Letter Introductions - Introduction, Pg. 17 Writing Center - Unit 1, Pg. 56 Writing Letter A - Unit 1, Pg. 60 Turn and Talk Matching

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Emergent Writing <i>continued</i>		
LL66 Begin to print the letters of their first name	• Letter Trace • Name Game	• Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
LL67 Express self through pretend writing	• Letter Trace • Name Game • Print Concepts • Letters Make Words	• Introduction, Pg. 13 Reading Center • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 127 Dramatic Play: Construction Site
LL68 Write in a variety of formats	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.	• Unit 2, Pg. 181 Introduction to Journals • Journal Activities
LL69 Practice writing left to right and top to bottom	• Name Game • Letter Trace	• Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
LL70 Use inventive spelling	• Sound Songs • Letter Pictures • Letter Trace • Print Concepts • Letters Make Words • Coloring Game • Letter Checker	• Capital Letter Introductions • Lowercase Letter Introductions • 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/)

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Emergent Writing <i>continued</i>		
LL71 Develop strength, dexterity, and control needed to use writing tools and materials	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.	• Unit 2, Pg. 181 Introduction to Journals • Journal Activities
LL72 Develop hand-eye coordination required for written communication	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	• Unit 1, Pg. 11 Hand Washing • Unit 2, pg. 254 Polly Put the Kettle On • Unit 3, pg. 314 Cutting Shapes • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
MATHEMATICS		
Number and Operations		
MA31 Develop an awareness of numbers and counting as a means for understanding quantity	• Counting Songs • Number Counting • Number Instruction	• Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle
MA32 Recite numbers in sequence	• Counting Songs • Number Instruction • One-to-one Correspondence • Number Counting	• Introduce and Count Number Activities • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Number and Operations <i>continued</i>		
MA33 Recognize numbers	- Moving Target (Dots) - Bug Bits	- Unit 1, Pg. 150 Arrange and Count 4 - Unit 2, Pg. 208 Pizza Chef Match - Unit 2, Pg. 218 Group Five Pets <i>Family Resources in English and Spanish:</i> - Subitizing Cards
MA34 Use one-to-one correspondence when counting	- Number Songs - Math Books	- Introduce and Count Number Activities - Read and Write Number Activities
MA35 Use language to compare numbers of objects (Ex: more, less, same)	- Songs: Greater Than, Less Than; More Than, Fewer Than - Books: For the Birds - More Than, Fewer Than - More Than - Make and Count Groups	- Unit 6, Pg. 8 Greater Than - Unit 6, Pg. 71 Less Than - Unit 6, Pg. 105 Quantities to 10 - Unit 6, Pg. 121 Problem Solving: Fair Division
MA36 Determine quantity or “how many”	- Number Instruction - Make and Count Groups - Moving Target	- Unit 2 Pg.218 Group Five Pets - Unit 2, Pg. 243 Central Park Board Game - Unit 5, Pg. 200 Counting in a Circle
MA37 Understand numbers and number concepts as they relate to everyday life	- Match Numbers - Calendar/Graph Weather	- Unit 2, Pg. 161 Popcorn Number Match - Unit 2, Pg. 261 Make One More
MA38 Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.)	- Songs: Monster Trucks; Positioning - Position - First, Middle, Last - First, Next, Last	- Unit 3, Pg. 304 Farmer Mash <i>Family Resources in English and Spanish:</i> - First, Middle, Last - Position Words
MA39 Understand the concept of how numbers relate to quantity	- Numbers - One-to-one Correspondence - Match Numbers - Number Instruction	- Read and Write Number Activities - Unit 2, Pg. 161 Popcorn Number Match

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Geometry and Spatial Sense		
MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes	• Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Simple Shapes • Solid Shapes	• Introduction, Pg. 9 Block Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 28 Classroom Block Play
MA41 Put together and take apart increasingly more difficult puzzles	• Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last	• Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
MA42 Describe how shapes are the same or different (Ex: size, shape, color)	• Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Simple Shapes • Solid Shapes	• Introduction, Pg. 9 Block Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 28 Classroom Block Play
MA43 Demonstrate and describe positions of objects	• Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last	• Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Patterns		
MA44 Recognize, copy, and extend simple patterns with a variety of materials	- Songs: Train Station Patterns - Patterns - Pattern AB - Pattern ABB - Pattern ABC	- Unit 4, Pg. 38 AB Pattern Garden - Unit 4, Pg. 48 ABB Cereal Necklaces - Unit 4, Pg., 59 ABC Patterns
MA45 Arrange objects in a series according to one attribute (Ex: shape, size, texture)	- Songs: Measuring Plants; Savanna Size - Order Size - Length - Heavy and Light - Tall and Short - Big and Little - Large and Small Toys	- Unit 3, Pg. 296 We Are All Growing - Unit 7, Pg. 136 Exploring Length - Unit 7, Pg. 142 Weight - Unit 7, Pg. 200 Which Cup Holds More? - Unit 7, Pg. 209 Exploring Volume
MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)	- Songs: It Happened Yesterday - Books: Marty's Mixed-up Mom; José Three; I Can't Wait - First, Next, and Last	- Unit 1, Pg. 4 Arrival and Toy Time - Unit 1, Pg. 18 Afternoon Centers
MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)	- Songs: Measuring Plants; Savanna Size - Length - Heavy and Light - Tall and Short - Big and Little - Large and Small Toys - Sort	- Unit 3, Pg. 296 We Are All Growing - Unit 7, Pg. 136 Exploring Length - Unit 7, Pg. 142 Weight - Unit 7, Pg. 200 Which Cup Holds More? - Unit 7, Pg. 209 Exploring Volume
Measurement		
MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yard-stick, measuring tape) measures	- Songs: Measuring Plants - Length - Measurement Tools - Nonstandard Units of Length	- Unit 6, Pg. 114 Length - Unit 7, Pg. 136 Exploring Length

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Measurement <i>continued</i>		
MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)	• Songs: Measuring Plants • Length • Capacity • Weight	• 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
MA50 Begin to compare and sort according to measurement attributes (length, size, weight)	• Songs: Measuring Plants • Length • Capacity • Weight	• 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
Data Analysis		
MA51 Begin to represent data using concrete objects, picture	• Songs: Graphing • Match Numbers • Calendar/Graph Weather	• Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 261 Make One More • Unit 2, Pg. 191 Traffic Jam Count 1-5
MA52 Begin to compare and interpret data collected	• Songs: Graphing • Match Numbers • Calendar/Graph Weather	• Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 261 Make One More • Unit 2, Pg. 191 Traffic Jam Count 1-5
SCIENCE		
Sensory Awareness		
SC31 Use senses in purposeful ways to gather inform	• Songs: Five Senses • Books: I Wish I Had Ears Like a Bat; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sight • Taste • Smell • Touch • Hearing	• Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 86 Excellent Eyes • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Sensory Awareness <i>continued</i>		
SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense	• Songs: Five Senses • Books: I Wish I Had Ears Like a Bat; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sight • Taste • Smell • Touch • Hearing	• Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 86 Excellent Eyes • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty
Scientific Exploration		
SC33 Express their curiosity and investigate questions of interest through play and exploration	• Songs: The Four Seasons; I Am Part of All I See; Precipitation; Water • Books: Whatever the Weather; That's What I Like: A Book About Seasons; Water Is All Around; Water • Science Investigation • Science Observation: From Egg to Chick	• Introduction, Pg. 16 Science Center, Sensory Table • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 118 Sound Order • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? • Unit 7, Pg. 141 Tool Workshop
SC34 Use materials and tools appropriate for problem solving and exploration	• Songs: Same and Different • Let's Compare • Comparatives • Materials	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? <i>Family Resources in English and Spanish:</i> • Water for Plants • Light for Plants

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Scientific Inquiry		
SC35 Ask scientific questions	• Songs: The Scientific Method • Science Investigation • Observe a Simple System	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? <i>Family Resources in English and Spanish:</i> • Water for Plants • Light for Plants
SC36 Investigate and explore their questions using observations and previous experience to make predictions	• Songs: The Scientific Method • Science Investigation • Observe a Simple System	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? <i>Family Resources in English and Spanish:</i> • Water for Plants • Light for Plants

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Scientific Inquiry <i>continued</i>		
SC37 Provide their own explanations for “how” and “why” things happen	• Songs: Gravity; The Scientific Method; Pollution Rap; Seasons • Science Investigation • Science Observation: From Egg to Chick	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • 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 • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
SC38 Use data from an investigation or exploration to draw conclusions and communicate result	• Songs: The Scientific Method • Science Tools • Science Investigation • Experiment: Pollution; Plant; Matter; Weather; Rocks; Eco-systems; Herbivores, Carnivores and Omnivores; Health	• Introduction, pg. 16 Science Center • Unit 1, pg. 24 What Do Scientists Do? • Unit 1, pg. 75 Five Senses: How Do We Know? • Unit 3, pg. 306 How Do Plants Drink? • Unit 3, pg. 365 Seed Investigation • Unit 4, pg. 121 Frog or Toad? • Unit 5, pg. 216 What Do Spiders Like? • Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold?

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Scientific Knowledge - Living Things		
SC39 Observe, describe, and discuss the natural world of people, animals and plants	• Books: Mela's Water Pot; Everybody Needs to Eat • Sun • Plants Need Water • Animals Need Water • Plants and Animals Need Air	• Introduction, pg. 16 Science Center • Unit 1, pg. 24 What Do Scientists Do? • Unit 1, pg. 75 Five Senses: How Do We Know? • Unit 3, pg. 306 How Do Plants Drink? • Unit 3, pg. 365 Seed Investigation • Unit 4, pg. 121 Frog or Toad? • Unit 5, pg. 216 What Do Spiders Like? • Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold?
SC40 Recognize categories of people, plants, and animals and describe similarities and differences among them	• Songs: Plants Are Growing; Plant or Animal; Food From Plants; Mammals • Plants • Plants and Animals • Plants Need Water • Birds • Fish • Amphibians • Reptiles	• Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • 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 • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
SC41 Recognize people, plants and animals grow and change over time and need certain things to survive	• Songs: Water; Food From Plants • Books: Mela's Water Pot; Everybody Needs to Eat • Sun • Plants • Water • Plants and Animals Need Air • Healthy Plants' Needs	• 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 • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad?
SC42 Demonstrate respect for living things	• Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth	• Recycling • Our Earth

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Scientific Knowledge - Non-Living Things		
SC43 Observe, describe, and discuss physical properties of non-living things, both natural and human made	- Books: How Did the Chicken Cross the Road?; Inventions All Around - Simple Machines	
SC44 Recognize categories of non-living things and describe similarities and differences among them	- Books: Warm Soup for Dedushka - Changes in Matter - Movement of Heat - States of Water - Materials	- Unit 1, pg. 75 Five Senses: How Do We Know? - Unit 1, pg. 84 What Do You See? - Unit 1, pg. 86 Excellent Eyes - Unit 1, pg. 105 Pouring Sounds - Unit 1, pg. 152 Slime! - Unit 1, pg. 134 Texture Sort
SC45 Explore objects, machines, technology and structures	- Songs: Inventing - Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright - Inventions - Simple Machines	
SC46 Experiment with effects of their own actions on object	- Heat Experiment - Plant Experiment	
Scientific Knowledge - Earth and Sky		
SC47 Observe, describe, and discuss changes in the seasons and the weather	- Songs: The Four Seasons; I Am Part of All I See; Precipitation; Water - Books: Whatever the Weather; That's What I Like: A Book About Seasons; Water Is All Around; Water	- Unit 3, Pg. 340 The Water Cycle: Part 1 - Unit 3, Pg. 344 The Water Cycle: Part 2 - Unit 7, Pg. 244 Weather Report

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Scientific Knowledge - Earth and Sky <i>continued</i>		
SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)	- Songs: Water; Precipitation; Water Is All Around - Water Sources - Water - Water Cycle - Care of Water - Oceans - Rock Cycle - Fossils	
SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky	- Songs: The Moon; Sun Blues - Books: Moon Song; Star Pictures; My Family Campout - Sun - Moon - Constellations	- The Moon - The Sky Above Us
Scientific Knowledge - Environment		
SC50 Explore how the environment is affected by what people do	- Songs: The Scientific Method - Science Tools - Science Investigation - Experiment: Pollution; Plant; Matter; Weather; Rocks; Eco-systems; Herbivores, Carnivores and Omnivores; Health	
SC51 Describe and engage in activities that preserve the environment	- Songs: Conservation; Pollution Rap - Pollution and Recycling - Care of Water - Care of Earth	- Recycling - Our Earth

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
MY FAMILY, MY COMMUNITY, MY WORLD		
My Family and My Community Culture		
MM31 Understand the concept of belonging to a family	• My Family • Clubhouse • Marmot's Basket	• Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family
MM32 Begin to develop an awareness of their family's culture	• My Family • Clubhouse • Marmot's Basket	• Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family
MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community	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.	• Center Activities • Dramatic Play Activities • Visual Arts Activities • Introduction, Pg. 16 Sensory Table • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 19 Birthday Cupcakes
MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)	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.	• Center Activities • Dramatic Play Activities • Visual Arts Activities
MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)	• My Family • Clubhouse • Marmot's Basket	• Unit 3, pg. 286 Grandmas: Same and Different • Unit 3, pg. 288 Journals: My Family

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Past, Present and Future History		
MM36 Develop emerging concept of time through daily schedule and routines		- Unit 1, Pg. 4 Arrival and Toy Time - Unit 1, Pg. 29 Reflection and Dismissal - Unit 1, Pg. 40 Snack - Unit 1, Pg. 54 Morning Meeting
MM37 Share their personal history including people, places, and events that take place in the past and the present	- Today - Yesterday/Tomorrow	- Introduction, Pg. 17 Writing Center - Journal Activities - Unit 3, Pg. 286 Grandmas: Same and Different - Unit 3, Pg. 288 Journals: My Family
MM38 Talk about events that may happen in the near future		- Unit 1, Pg. 35 Calendar - Unit 1, Pg. 45 Calendar: Yesterday and Today - Unit 1, Pg. 55 Calendar
MM39 Begin to understand that things, people, and places change over time	- Today - Yesterday/Tomorrow	- Introduction, Pg. 17 Writing Center - Journal Activities - Unit 3, Pg. 286 Grandmas: Same and Different - Unit 3, Pg. 288 Journals: My Family
Places and Spaces - Geography		
MM40 Be familiar with information about where they live, including their address		<u>Family Resources</u> Exploring Your Home City with Your Children
M41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/ outside, next to, beside, up/down, left/right)	- Songs: Position Cat; Get Over the Bugs; Monster Trucks - Books: Up in the Air - Position - Above, Below, Next to, On - Over, Under, and Through - Over, Under, Above, Below - Inside, Outside, Between - First, Middle, Last	- Unit 2, Pg. 221 Over, Under, Through - Unit 2, Pg. 229 Top, Beside, Bottom - Unit 2, Pg. 260 Bears Above, Below, Next To, On

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Places and Spaces - Geography <i>continued</i>		
MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)		- Unit 2, Pg. 225 Where We Are <i>Family Resources in English and Spanish:</i> - Exploring Your Home City With Your Children
MM43 Develop an awareness of the natural environment surrounding them outdoor		- Unit 5, Pg. 230 Dramatic Play: Library <i>Family Resources in English and Spanish:</i> - Community Helpers
MM44 Begin to understand the relationship between humans and the natural environment	- Mountains - Prairie - Rainforest - Desert - Polar Lands	
Working Together - Government and Communities		
MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs		- Unit 1, Pg. 66 All the Way Done: Classroom Helpers - Unit 2, Pg. 240 I'm Responsible - Unit 3, Pg. 268 We All Love Our Families - Unit 3, Pg. 326 We All Have Jobs - Unit 5, Pg. 230 Dramatic Play: Library <i>Family Resources in English and Spanish:</i> - Community Helpers
MM46 With support begin to develop problem solving skills	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.	- Unit 1, Pg. 66 All the Way Done: Classroom Helpers - Unit 2, Pg. 240 I'm Responsible - Unit 3, Pg. 268 We All Love Our Families - Unit 3, Pg. 326 We All Have Jobs - Unit 5, Pg. 197 Good Friends Activity: I'm a Helper - Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Working Together - Government and Communities <i>continued</i>		
MM47 Help to create rules	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	• 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 <u>Family Resources in English and Spanish:</u> • Consequence Cards
MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	• Pretend Play • Clubhouse • Marmot's Basket	<u>Family Resources in English and Spanish:</u> • Role Play • What Would You Do?
MM49 Perform simple tasks within the home, early childhood group, or community	• Read-Along Books • Informational Books (See titles at end of document.)	• Unit 1, pg. 133 Farmer in the Dell: Word Mix-up • Unit 2, pg. 160 Dramatic Play: Restaurant • Unit 2, pg. 242 Dramatic Play: Pet Store • Unit 3, pg. 328 We All Have Jobs • Unit 3, pg. 330 Dramatic Play: Fire Station • Unit 3, pg. 345 Which Hat Is Best? • Unit 6, pg. 69 Dramatic Play: Post Office <u>Family Resources in English and Spanish:</u> • Community Helpers • Exploring Your Home City with Your Children
MM50 Participate in group decision making	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.	• Unit 1, Pg. 10 Good Playing Rules • Unit 4, Pg. 84 Working Together

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Money and Resources - Economics		
MM51 Explore the concept of money, including what it is and how it is used	Books: Bugs for Sale; Fudge for Sale	Unit 2, Pg. 160 Dramatic Play: Restaurant
MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services	Books: Bugs for Sale; Fudge for Sale	
MM53 Begin to understand how people make and consume goods and services	- Pretend Play - Papa's Play	- Dramatic Play Activities <u>Family Resources in English and Spanish:</u> - Role Play - What Would You Do? - Community Helpers
MM54 Begin to understand wants versus basic necessities		- Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes - Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
CREATIVE EXPRESSION		
Music		
CE31 Develop awareness of different musical instruments, tones patterns/ rhythms and tempos	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.	- 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
CE32 Initiate and recall patterns, songs, rhythms, and rhymes	- Books: Movin' to the Music Time - Baby's Ballet - Mama's Melody	- Music and Dance Activities - 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 <i>Family Resources in English and Spanish:</i> - Hi! Notes!
CE33 Be exposed to music from other cultures Music	- Books: Movin' to the Music Time - Baby's Ballet - Mama's Melody	- Music and Dance Activities - 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 - Family Resources in English and Spanish: - Hi! Notes!
CE34 Sing a variety of simple songs in various keys	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.	- 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

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Movement and Dance		
CE35 Express through movement what is felt and heard in various rhythmic patterns	• Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	• Music and Dance Activities • 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 <i>Family Resources in English and Spanish:</i> • Hi! Notes!
CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement	• Songs: Head, Shoulders, Knees, and Toes	• Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 27 Mammal Rhythm • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 59 Rhythm Stick Sounds
CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities Movement and Dance	• Baby's Ballet • Mama's Melody	• 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
CE38 Experience and use movement to reinforce learning in other curricular areas	• Baby's Ballet • Mama's Melody • Songs Around the World	• 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

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Visual Arts		
CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 8 Art Center • Unit 7, Pg. 139 Painting My Feelings
CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 8 Art Center • Unit 7, Pg. 139 Painting My Feelings
CE41 Share experiences, ideas, and thoughts about artistic creations	• Squirrel's Sketches	• Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
CE42 Use a variety of art materials and activities for sensory experiences	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
CE43 Express interest in and show respect for the creative work of others	• Squirrel's Sketches • Party Time	• Introduction, Pg. 8 Art Center • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 38 Illustration Investigation • Visual Arts Activities
CE44 Express experiences and feelings through a variety of artistic processes and creation	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Introduction, Pg. 8 Art Center • Unit 7, Pg. 139 Painting My Feelings
Dramatic play		
CE45 Represent fantasy and real-life experiences through pretend play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	• Unit 1, Pg. 20 Reflection and Dismissal • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 5, Pg. 134 Dinosaur Dig • Unit 7, Pg. 134 Dramatic Play: Architect's Office • Unit 7, Pg. 141 Tool Workshop

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Dramatic play <i>continued</i>		
CE46 Show imagination and creativity in play	- Pretend Play - Clubhouse - Marmot's Basket	<u>Family Resources in English and Spanish:</u> - Role Play - What Would You Do?
CE47 Participate in adult-guided dramatic activities	- Pretend Play - Clubhouse - Marmot's Basket	<u>Family Resources in English and Spanish:</u> What Would You Do?
CE48 Engage in cooperative pretend play with another child	- Clubhouse - Marmot's Basket	- Unit 1, Pg. 10 Good Playing Rules - Unit 1, Pg. 88 Let's Play - Unit 4, Pg. 84 Working Together - Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? <u>Family Resources in English and Spanish:</u> - Role Play - What Would You Do?
PHYSICAL DEVELOPMENT AND HEALTH		
Fine Motor		
PD31 Develop strength, small-motor control, and coordination through daily activities	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	- Unit 1, Pg. 56 Writing Letter A - Unit 1, Pg. 60 Turn and Talk Matching - Unit 1, Pg. 114 Snip, Snip, Cut - Unit 2, Pg. 254 Polly Put the Kettle On - Unit 3, Pg. 314 Cutting Shapes
PD32 Develop and use eye-hand coordination to perform a variety of tasks	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Fine Motor <i>continued</i>		
PD33 Explore and experiment with a variety of tools	• Songs: Position Cat; Five Senses • Sight • Hearing • Touch	• Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 6, Pg. 53 Floating Robots • <u>Family Resources in English and Spanish:</u> • Personal Space Circle
Gross Motor		
PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities		• 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
PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction		• 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 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 122 Obstacle Course
PD36 Develop the ability to coordinate increasingly complex movements		• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 122 Obstacle Course

Delaware Early Learning Standards	Waterford Digital Activities	Waterford Resources
Health Awareness and Practice		
D37 Expand knowledge and respect for their bodies	• Songs: Health • Healthy Food	• Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating <i>Family Resources in English and Spanish:</i> • My Healthy Plate
PD38 Engage in daily physical activity, both indoors and outdoors	• Books: We All Exercise • Exercise and Rest	• Unit 1, Pg. 143 Builders and Bulldozers • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga)
PD39 Learn about and practice health and hygiene routines	• Songs: Sun Blues • Books: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety	• Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
PD40 Experience and learn about healthy lifestyle practices	• Books: The Germs • Avoid Germs and Prevent Illness • Germs	• Unit 3, Pg. 276 Run, Run! Shade or Sun
PD41 Learn about and demonstrate safe behaviors and accident prevention	• Songs: Sun Blues • Lightning Safety	• Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 3, Pg. 337 Emergency! • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments <i>Family Resources in English and Spanish:</i> • Emergency Preparedness for Kids • Fire Safety for Kids

Pre-Reading

Sing a Rhyme Songs & Books

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

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

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

Early Readable Books

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

Basic Reading

Traditional Tales & Stories

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

Informational Books

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

Readable Books

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

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

Fluent Reading

Read-Along Books

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

Informational Books

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

Readable Books

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

Readable Story Sentences

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



Support

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

Pre-Math and Science

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

Basic Math and Science

Math and Science Books

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

Fluent Math and Science

Math and Science Books

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



Support

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

Research-Driven Development

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

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

Many of these songs are available on the [→Waterford.org YouTube channel](https://www.youtube.com/channel/UCqjz3310108000000000000).

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).