

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

100%

*Head Start
Early Learning
Outcomes
Framework:
Ages Birth to
Five (2015)*

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OVERVIEW



This document provides a detailed correlation of **WATERFORD EARLY LEARNING to HEAD START EARLY LEARNING OUTCOMES FRAMEWORK: AGES BIRTH TO FIVE (2015).**

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

Waterford Early Learning is a technology-based early reading, math, and science program with integrated assessments and teacher resources.

Waterford Reading is a comprehensive, adaptive reading curriculum designed to help each student become a fluent reader. Waterford Reading incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency.



Following an extensive review, Waterford Reading received CASE endorsement in 2016. The Council of Administrators of Special Education (CASE) is an international educational organization affiliated with the Council for Exceptional Children.

Waterford Math & Science provides young learners comprehensive instruction in the major areas of early math: numbers and operation, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science.

EVIDENCE-BASED CURRICULUM

Waterford curriculum has been formally [evaluated in dozens of studies](#). In each study, Waterford classrooms outperform comparison-group classes in most, if not all, of the examined measures. In

particular, Waterford stands out for providing significant learning gains for at-risk students and English Language Learners.

STUDENT-CENTERED LEARNING

Waterford's student-centered, personalized learning software adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace.

Placement Assessment: Students begin their experience with a Placement Assessment. Based on rigorous research, the Placement Assessment evaluates a student's abilities and determines an appropriate starting point.

Adaptive, Individualized Learning: Waterford provides a mastery-based curriculum. As such, Waterford automatically provides instruction, remediation, and review to support students toward mastery of learning objectives based on student performance in ongoing assessment.

Data-Informed Instruction: Administrators and teachers can also use the program's rich reporting features to monitor progress in real-time, to identify areas of difficulty, and to utilize additional intervention tools in varied instructional settings.

TEACHER RESOURCES

With resources available in the Waterford Manager, thousands of online activities are available for teachers to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons](#) aligned to their own pacing guide, core curriculum, or state standards.

For preK teachers looking for daily lesson plans, a complete curriculum comprised of seven thematic units is available for download in the Waterford Manager.

CORRELATION DESCRIPTION

This document correlates state standards to Waterford resources. Waterford resources include

- **Digital Resources:** Engaging, evidence-based online activities that are presented to students during their individualized instruction. These activities are also available for collaborative instruction in Classroom Advantage.
- **Print, PDF, and Internet Resources:** Teacher guides, Waterford Manager teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford is continually developing their programs with the latest research findings. Please note that this correlation is accurate as of the date on the cover.



SUPPORT

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



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: APPROACHES TO LEARNING			
SUBDOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION			
P-ATL 1 Child manages emotions with increasing independence			
P-ATL 1a Expresses emotions in ways that are appropriate to the situation.	1a, b, c	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found 	<ul style="list-style-type: none"> Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy Unit 4, Pg. 74 It's Okay to Say No
P-ATL 1b Looks for adult assistance when emotions are most intense.	1a, b	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Lost and Found 	<ul style="list-style-type: none"> Unit 5, Pg. 130 Everybody Needs Help Sometimes Unit 5, Pg. 166 I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help Unit 6, Pg. 107 How to Solve a Problem
P-ATL 1c Uses a range of coping strategies to manage feelings with the support of an adult, such as using words or taking deep breaths.	1a, b, c	<ul style="list-style-type: none"> Do I Have To? It's Not Fair 	<ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 2, Pg. 188 Full Buckets Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 47 Quiet Bottles Unit 5, Pg. 238 Friends Use Kind Words Unit 7, Pg. 165 I Choose Carefully
P-ATL 2 Child follows classroom rules and routines with increasing independence			
P-ATL 2a Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	1b		<ul style="list-style-type: none"> Unit1, Pg. 10 Good Playing Rules Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 13 Going on a Bear Hunt
P-ATL 2b Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	1b		<ul style="list-style-type: none"> Unit 1, Pg. 43 Reflection and Dismissal Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center Introduction Pg. 24 Daily Routines
P-ATL 2c Responds to signals when transitioning from one to another.	1b	<ul style="list-style-type: none"> Soup's On! 	<ul style="list-style-type: none"> Unit 1, Pg. 36 Jump Up and Down Transition Unit 1, Pg.39 Cleanup and Center Review Unit 1, Pg. 96 Friendly Musical Chairs



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-ATL 3 Child appropriately handles and takes care of classroom materials			
P-ATL 3a Appropriately handles materials during activities.	1c 3a	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for the property of others as well as their own.	<ul style="list-style-type: none"> Unit 1, Pg. 19 Birthday Cupcakes Unit 3, Pg. 374 Seed Mosaics
P-ATL 3b Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	1c 3a	<ul style="list-style-type: none"> Do I Have To? 	<ul style="list-style-type: none"> Unit 2, Pg. 214 Garbage Elves Unit 1, Pg. 11 Centers Clean-up and Review Unit 1, Pg. 38 Introduction: The Art Center
P-ATL 4 Child manages actions, words, and behavior with increasing independence			
P-ATL 4a Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.	1a,b,c	<ul style="list-style-type: none"> Do I Have To? I Can Calm Down It’s Not Fair 	<ul style="list-style-type: none"> Unit 4, Pg. 52 What Would Pete the Cat Do? Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 84 Working Together
P-ATL 4b Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	1a,b,c	<ul style="list-style-type: none"> Do I Have To? Family Photo Fun 	<ul style="list-style-type: none"> Unit 1, Pg. 39 Quiet Time Introduction, Pg. 6 The Listening Rug Unit 4, Pg. 35 I Can Calm Down
P-ATL 4c Waits for turn, such as waits in line to wash hands or waits for turn on swings.	1b,c	<ul style="list-style-type: none"> It’s Not Fair 	<ul style="list-style-type: none"> Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 80 Waiting Game
P-ATL 4d Refrains from aggressive behavior towards others.	2c,d 3a	<ul style="list-style-type: none"> I Can Calm Down 	<ul style="list-style-type: none"> Unit 4, Pg. 35 I Can Calm Down Unit 2, Pg. 169 Personal Space Circle



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-ATL 4 Child manages actions, words, and behavior with increasing independence <i>continued</i>			
P-ATL 4e Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	1b 3a,b	<ul style="list-style-type: none"> Do I Have To? 	<ul style="list-style-type: none"> Unit 7, Pg. 165 I Choose Carefully Unit 7, Pg. 184 Consequence Game Unit 2, Pg. Garbage Elves
SUBDOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)			
P-ATL 5 Child demonstrates an increasing ability to control impulses			
P-ATL 5a Stops an engaging to transition to another less desirable with adult guidance and support.	1b 8b 11a	<ul style="list-style-type: none"> Soup's On! Do I Have To? 	<ul style="list-style-type: none"> Unit 7, Pg. 131 I Pay Attention Introduction, Pg. 26 Transitions Unit 1, Pg. 96 Friendly Musical Chairs
P-ATL 5b Delays having desires met, such as agreeing to wait turn to start an activity.	1a,b		<ul style="list-style-type: none"> Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 80 Waiting Game
P-ATL 5c Without adult reminders, waits to communicate information to a group.	3a 10b		<ul style="list-style-type: none"> Unit 7, Pg. 131 I Pay Attention Unit 4, Pg. 80 Waiting Game
P-ATL 5d Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	1a,b 3a		<ul style="list-style-type: none"> Unit 2, Pg. 240 I'm Responsible Unit 7, Pg. 165 I Choose Carefully
P-ATL 6 Child maintains focus and sustains attention with minimal adult support			
P-ATL 6a Maintains focus on activities for extended periods of time, such as 15 minutes or more.	11a,b	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instructions.	<ul style="list-style-type: none"> Unit 1, Pg. 31 Bunny Cakes Introduction, Pg. 10 Computer Center Unit 1, Pg. 10 Introduction to Centers

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-ATL 6 Child maintains focus and sustains attention with minimal adult support <i>continued</i>			
P-ATL 6b Engages in purposeful play for extended periods of time.	11a	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Introduction to Centers Introduction, Pg. 8 Activity Centers
P-ATL 6c Attends to adult during large and small group activities with minimal support.	11a		<ul style="list-style-type: none"> Unit 6, Pg. 99 I'm a Problem Solver Unit 7, Pg. 131 I Pay Attention
P-ATL 7 Child persists in tasks			
P-ATL 7a Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	11b	Waterford Early Learning runs on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> Unit 1, Pg.32 Train My Brain: Determination Unit 5, Pg. 130 Everybody Needs Help Sometimes Unit 1, Pg. 132 Erasing Mistakes
P-ATL 7b Returns with focus to an or project after having been away from it.	11b	<ul style="list-style-type: none"> Observe a Simple System Today Weather Calendar/Graph Weather 	<ul style="list-style-type: none"> Unit 7, Pg.165 I Choose Carefully Unit 2, Pg. 240 I'm Responsible
P-ATL 8 Child holds information in mind and manipulates it to perform tasks			
P-ATL 8a Accurately recounts recent experiences in the correct order and includes relevant details.	12a	<ul style="list-style-type: none"> Look at Details 	<ul style="list-style-type: none"> Unit 1, Pg. 5 Attendance Unit 3, Pg. 312 Itsy, Bitsy Spider: First, Next Last
P-ATL 8b Successfully follows detailed, multi-step directions, sometimes with reminders.	8b	As children engage with the courseware, they are frequently asked to follow multi-step directions. If students are inactive for 90 seconds during an activity, a pop-up reminder displays asking them to get their teacher.	<ul style="list-style-type: none"> Unit 1, Pg. 110 Plan, Do, Review
P-ATL 8c Remembers actions to go with stories or songs shortly after being taught.	12a	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> Unit 1, Pg. 13 Going on a Bear Hunt



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-ATL 9 Child demonstrates flexibility in thinking and behavior			
P-ATL 9a Tries different strategies to complete work or solve problems including with other children.	3b 11c,e	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4 Pg. 84 Working Together
P-ATL 9b Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	1b 3a 8b		<ul style="list-style-type: none"> • Unit 7, Pg. 165 I Choose Carefully • Unit 5, Pg. 246 Library Field Trip
P-ATL 9c Transitions between activities without getting upset.	1a,b 8b	<ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Unit 4, Pg. 52 What Would Pete the Cat Do? • Introduction, Pg. 26 Transitions
SUBDOMAIN: INITIATIVE AND CURIOSITY			
P-ATL 10 Child demonstrates initiative and independence			
P-ATL 10a Engages in independent activities.	11a,b,d		<ul style="list-style-type: none"> • Unit 4, Pg. 112 I Can Book • Unit 1, Pg. 110 Plan, Do, Review
P-ATL 10b Makes choices and communicates these to adults and other children.	2c 10a	Waterford's Central Park character Squirrel, models independence and communicates his choices in engaging videos.	<ul style="list-style-type: none"> • Unit 7, Pg. 165 I Choose Carefully • Unit 1, Pg. 110 Plan, Do, Review
P-ATL 10c Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching.	11c,d	<ul style="list-style-type: none"> • The Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 1, Pg. 10 Introduction to Centers
P-ATL 10d Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	1c 2c,d 14b	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Introduction, Pg. 9 Block Center • Unit 2, Pg. 160 Restaurant

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-ATL 11 Child shows interest in and curiosity about the world around them			
P-ATL 11a Asks questions and seeks new information.	11d	<ul style="list-style-type: none"> Books: Guess What I Am; Where In the World Would You Go Today?; I Want to Be a Scientist Like...Jane Goodall, George Washington Carver, Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Unit 1 Pg. 44 Getting Acquainted Unit 4, Pg. 96 I Try New Things
P-ATL 11b Is willing to participate in new activities or experiences even if they are perceived as challenging.	11b,d	<ul style="list-style-type: none"> Marmot Basket 	<ul style="list-style-type: none"> Unit 6, Pg. 99 I'm a Problem Solver Unit 1, Pg. 32 Bunny Cakes Determination Unit 1, Pg. 80 Pairs
P-ATL 11c Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	11d	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 4, Pg. 120 Monarch of the Animals
P-ATL 12 Child expresses creativity in thinking and communication			
P-ATL 12a Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	11c,d,e	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like...Jane Goodall, George Washington Carver, Wilbur and Orville Wright Science Investigation Observe a Simple System 	<ul style="list-style-type: none"> Unit 5, Pg. 173 Asking For Help
P-ATL 12b Approaches tasks, activities, and play in ways that show creative problem solving.	11c,e 12b	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem 	<ul style="list-style-type: none"> Unit 6, Pg. 107 How to Solve a Problem Unit 6, Pg. 99 I'm a Problem Solver
P-ATL 12c Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	9a,b 33 34 35 36	<ul style="list-style-type: none"> Marmot Basket It's Not Fair! Do I Have To? 	<ul style="list-style-type: none"> Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy Unit 2, Pg. 162 Popcorn Number Match



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-ATL 13 Child uses imagination in play and interactions with others			
P-ATL 13a Engages in social and pretend play.	2c 14b 36	<ul style="list-style-type: none"> Pretend Play Marmot Basket Mama's Melody Papa's Play Where's Papa? 	<ul style="list-style-type: none"> Unit 6, Pg. 56 Can I Play With You? Introduction, Pg. 11 Dramatic Play Center Unit 1, Pg. 68 Garage
P-ATL 13b Uses imagination with materials to create stories or works of art.	11e 14b 19b 33 36	Waterford encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> Squirrel's Sketches Soup's On! Perfect Present 	<ul style="list-style-type: none"> Unit 2, Pg. 247 Clay Portraits Unit 3, Pg. 374 Seed Mosaics Introduction, Pg. 17 Writing Center
P-ATL 13c Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	14a	<ul style="list-style-type: none"> Pretend Play Soup's On! Perfect Present 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 1, Pg. 330 Fire Station Introduction, Pg. 16 Sensory Table
DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUBDOMAIN: RELATIONSHIPS WITH ADULTS			
P-SE 1 Child engages in and maintains positive relationships and interactions with adults			
P-SE 1a Interacts readily with trusted adults.	2a	<ul style="list-style-type: none"> Where's Papa? Find Me! Lost and Found Musical Mayhem Soup's On! 	<ul style="list-style-type: none"> Unit 1, Pg. 5 Attendance Unit 3, Pg. 375 Trusted Adults Unit 1, Pg. 9 Classroom Bear
P-SE 1b Engages in some positive interactions with less familiar adults, such as parent volunteers.	2d		<ul style="list-style-type: none"> Unit 1, Pg. 13 Going on a Bear Hunt Unit 5, Pg. 246 Library Field Trip
P-SE 1c Shows affection and preference for adults who interact with them on a regular basis.	2a	<ul style="list-style-type: none"> Baby's Birthday Come Inside My Family Where's Papa? Find Me! Mama's Melody 	<ul style="list-style-type: none"> Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 375 Trusted Adults Unit 1, Pg. 20 Reflection and Dismissal
P-SE 1d Seeks help from adults when needed.	2a	<ul style="list-style-type: none"> Lost and Found Find Me! 	<ul style="list-style-type: none"> Unit 5, Pg. 166 I Ask for Help When I Need It Unit 3, Pg. 375 Trusted Adults



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-SE 2 Child engages in prosocial and cooperative behavior with adults			
P-SE 2a Engages in prosocial behaviors with adults, such as using respectful language or greetings.	2a 10a,b	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> Unit 1, Pg. 112 Elephant Invitations Unit 6, Pg. 10 Please and Thank You Unit 1, Pg. 33 Reflection and Dismissal
P-SE 2b Attends to an adult when asked.	2a 8b 10a,b 11a	<ul style="list-style-type: none"> Soup’s On! Do I Have To? 	<ul style="list-style-type: none"> Unit 6, Pg. 10 Please and Thank You Unit 1, Pg. 11 Centers Clean-up and Review Unit 1, Pg. 17 Listening Song
P-SE 2c Follows adult guidelines and expectations for appropriate behavior.	2a 3a 8b 10a,b 11a	<ul style="list-style-type: none"> Do I Have To? It’s Not Fair! 	<ul style="list-style-type: none"> Unit 7, Pg. 194 I Tell the Truth Unit 6, Pg. 20 Excuse Me Game
P-SE 2d Asks or waits for adult permission before doing something when they are unsure.	1b 3a 8b		<ul style="list-style-type: none"> Unit 1, Pg. 22 Name Song Unit 7, Pg. 165 I Choose Carefully Unit 5, Pg. 173 Asking For Help
SUBDOMAIN: RELATIONSHIPS WITH OTHER CHILDREN			
P-SE 3 Child engages in and maintains positive interactions and relationships with other children			
P-SE 3a Engages in and maintains positive interactions with other children.	2c,d	<ul style="list-style-type: none"> Clubhouse Marmot Basket Boo Hoo Baby 	<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 4, Pg. 13 We’re All Happy Unit 7, Pg. 249 Friendship
P-SE 3b Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing, or sharing a toy.	1b 2c,d 3a,b 11d,e 14b	<ul style="list-style-type: none"> Marmot Basket Pretend Play Party Time Musical Mayhem 	<ul style="list-style-type: none"> Unit 6, Pg. 56 Can I Play With You? Unit 2, Pg. 202 Kind Kids Unit 2, Pg. 206 Good Friends, Good Listeners
P-SE 3c Takes turns in conversations and interactions with other children.	2c 10a,b	<ul style="list-style-type: none"> Marmot Basket 	<ul style="list-style-type: none"> Unit 1, Pg. 22 Name Song Unit 4, Pg. 120 Monarch of the Animals Unit 1, Pg. 76 Taking Turns Game
P-SE 3d Develops friendships with one or two preferred other children.	2d	<ul style="list-style-type: none"> Marmot’s Basket 	<ul style="list-style-type: none"> Unit 2, Pg. 206 Good Friends, Good Listeners Unit 4, Pg. 84 Working Together



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-SE 4 Child engages in cooperative play with other children			
P-SE 4a Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	2c,d 3a,b 10a,b 11e	<ul style="list-style-type: none"> Marmot Basket Pretend Play 	<ul style="list-style-type: none"> Unit 4, Pg. 120 Monarch of the Animals Unit 6, Pg. 56 Can I Play With You?
P-SE 4b Demonstrates willingness to include others' ideas during interactions and play.	11c,e	<ul style="list-style-type: none"> Do I Have To? Marmot Basket 	<ul style="list-style-type: none"> Unit 5, Pg. 238 Friends Use Kind Words Unit 1, Pg. 76 Taking Turns Game Unit 3, Pg. 350 Friday Story: The Perfect Square
P-SE 4c Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	2b	<ul style="list-style-type: none"> Marmot Basket Musical Mayhem 	<ul style="list-style-type: none"> Unit 3, Pg. 367 Animal Beat Unit 7, Pg. 249 Friendship Introduction Pg. 8-17 Activity Centers
P-SE 4d Engages in reflection and conversation about past play experiences.	9d	<ul style="list-style-type: none"> Clubhouse Do I Have To? 	<ul style="list-style-type: none"> Unit 1, Pg. 33 Reflection and Dismissal Unit 2, Pg. 158 This Belongs to a Friend Unit 2, Pg. 188 Full Buckets
P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children			
P-SE 5a Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?".	2b 3b 11c	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> Unit 4, Pg. 66 Two Friends
P-SE 5b Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	3a,b	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 4, Pg. 84 Working Together Unit 1, Pg. 76 Taking Turns Game Unit 6, Pg. 99 I'm a Problem Solver
P-SE 5c Expresses feelings, needs, and opinions in conflict situations.	1a,c 2c 10a 11c	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! 	<ul style="list-style-type: none"> Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy
P-SE 5d Seeks adult help when needed to resolve conflicts.	1b 2a	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 5, Pg. 166 I Ask for Help When I Need It Unit 5, Pg. 173 Asking For Help



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: EMOTIONAL FUNCTIONING			
P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others			
P-SE 6a Recognizes and labels basic emotions in books or photographs.	2b	<ul style="list-style-type: none"> • Boo Hoo Baby • Find Me! • Clubhouse • Lost and Found • It's Not Fair! • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I'm Feeling • Unit 1, Pg. 88 Chrysanthemum Discussion
P-SE 6b Uses words to describe own feelings.	1a	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 74 It's Okay to Say No
P-SE 6c Uses words to describe the feelings of adults or other children.	1a	<ul style="list-style-type: none"> • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 We're All Happy • Unit 2, Pg. 202 Kind Kids
P-SE 7 Child expresses care and concern toward others			
P-SE 7a Makes empathetic statements to adults or other children.	2b	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem 	
P-SE 7b Offers support to adults or other children who are distressed.	2b,c	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 5, Pg. 226 I'm a Good Friend • Unit 2, Pg. 188 Full Buckets
P-SE 8 Child manages emotions with increasing independence			
P-ATL 1a Expresses emotions in ways that are appropriate to the situation.	1a,b	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Find Me! • Soup's On! • Lost and Found • Where's Papa? 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 74 It's Okay to Say No
P-ATL 1b Looks for adult assistance when emotions are most intense.	2a	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Everybody Needs Help Sometimes • Unit 5, Pg. 166 I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 107 How to Solve a Problem



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-SE 8 Child manages emotions with increasing independence <i>continued</i>			
P-ATL 1c Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	1a,b,c	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found 	<ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 2, Pg. 188 Full Buckets Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 47 Quiet Bottles Unit 5, Pg. 238 Friends Use Kind Words Unit 7, Pg. 165 I Choose Carefully
SUBDOMAIN: SENSE OF IDENTITY AND BELONGING			
P-SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests			
P-SE 9a Describes self using several different characteristics.	29	<ul style="list-style-type: none"> My Name is Squirrel Come Inside Squirrel Sketches Clubhouse 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 7, Pg. 246 I Know
P-SE 9b Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	29	<ul style="list-style-type: none"> Squirrel's Sketches My Name is Squirrel 	<ul style="list-style-type: none"> Unit 4, Pg. 112 I Can Book Unit 7, Pg. 246 I Know Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things
P-SE 10 Child expresses confidence in own skills and positive feelings about self			
P-SE 10a Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.		<ul style="list-style-type: none"> Find Me! Musical Mayhem Squirrel's Sketches Boo Hoo Baby Baby's Berries 	<ul style="list-style-type: none"> Unit 7, Pg. 246 I Know Unit 1, Pg. 66 All the Way Done: Classroom Helpers
P-SE 10b Expresses own ideas or beliefs in group contexts or in interactions with others.	2c	<ul style="list-style-type: none"> Soup's On! 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 74 It's Okay to Say No
P-SE 10c Uses positive words to describe self, such as kind or hard-worker.	29		<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-SE 11 Child has sense of belonging to family, community, and other groups			
P-SE 11a Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	29	<ul style="list-style-type: none"> Clubhouse Come Inside My Name is Squirrel 	<ul style="list-style-type: none"> Unit 2, Pg. 158 This Belongs to a Friend Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner activity Unit 3, Pg. 268 We All Love Our Families
P-SE 11b Relates personal stories about being a part of different groups.	9d 12a	<ul style="list-style-type: none"> Clubhouse Come Inside 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 358 Families Have Stories
P-SE 11c Identifies similarities and differences about self across familiar environments and settings.	29	<ul style="list-style-type: none"> Song: Same and Different Look at Details 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 2, Pg. 158 This Belongs to a Friend
DOMAIN: LANGUAGE AND COMMUNICATION			
SUBDOMAIN: ATTENDING AND UNDERSTANDING			
P-LC 1 Child attends to communication and language from others			
P-LC 1a Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	8a 9b 10a,b	<ul style="list-style-type: none"> Lost and Found Marmot Basket Musical Mayhem Find Me 	<ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 7, Pg. 150 What Doesn't Belong?
P-LC 1b Shows ongoing connection to a conversation, group discussion, or presentation.	10a 11a,d 12b	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate.	<ul style="list-style-type: none"> Unit 1, Pg. 8 Morning Message Unit 5, Pg. 214 Set the Table, Please Unit 1, Pg. 145 What's in the Bag?
P-LC 2 Child understands and responds to increasingly complex communication			
P-LC 2a Shows an ability to recall (in order) multiple step directions.	8b 12a	<ul style="list-style-type: none"> Song: The Scientific Method 	<ul style="list-style-type: none"> Unit 1, Pg. 110 Plan, Do, Review Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me
P-LV 2b Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/Why?".	8a	Question and response conversations between various characters within Waterford's Social Emotional videos provide examples for students to ask and answer relevant questions.	<ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 7, Pg. 150 What Doesn't Belong?



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-LC 2 Child understands and responds to increasingly complex communication <i>continued</i>			
P-LC 2c Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.	8a 9c		<ul style="list-style-type: none"> Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, Last Unit 5, Pg. 141 Sentence Board Game
P-LC 2d Shows an understanding of talk related to the past or future.	9d	<ul style="list-style-type: none"> Books: I Want to be a Scientist Like...Jane Goodall; George Washington Carver; Wilbur and Orville Wright Do I Have To? 	<ul style="list-style-type: none"> Unit 1, Pg. 45 Calendar: Yesterday and Today Unit 1, Pg. 55 Calendar: Tomorrow
P-LC 2e Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	8a 11a	<ul style="list-style-type: none"> Read With Me Books Sing a Rhyme Songs/Books Math Books Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 1, Pg. 13 Going on a Bear Hunt Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 5, Pg. 151 Dinosaur Stomp Unit 3, Pg. 171 Where is Thumbkin: Find the Marble
SUBDOMAIN: COMMUNICATING AND SPEAKING			
P-LC 3 Child varies the amount of information provided to meet the demands of the situation			
P-LC 3a Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	9b 10a	<ul style="list-style-type: none"> Lost and Found Do I Have To? It's Not Fair! Find Me 	<ul style="list-style-type: none"> Unit 5, Pg. 173 Asking for Help Unit 5, Pg. 214 Set the Table, Please Unit 1, Pg. 145 What's in the Bag?
P-LC 3b Uses language, spoken or sign, to clarify a word or statement when misunderstood.	9a,b		<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play
P-LC 3c Children who are DLLs may switch between their languages.	37 38	DLL students often thrive due to the scaffolded support and individual learning comprehension practice they receive while interacting with the courseware. Waterford's Native Language Support allows students to hear instructions in their home language. With this feature enabled, students can click on Repeat to hear instructions repeated in their home language, followed again in English.	



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-LC 4 Child understands, follows, and uses appropriate social and conversational rules			
<p>P-LC 4a Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</p>	10a,b	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 136 Find Someone Who Has... • Unit 1, Pg. 44 Getting Acquainted
<p>P-LC 4b With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</p>	10b	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble • Unit 5, Pg. 246 Library Field Trip • Unit 7, Pg. 131 I Pay Attention
P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways			
<p>P-LC 5a Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</p>	9b,c	<p>Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.</p> <ul style="list-style-type: none"> • Letter Sound Instruction 	<ul style="list-style-type: none"> • Unit 1, Pg. 20 Reflection and Dismissal • Unit 5, Pg. 214 Set the Table, Please • Unit 1, Pg. 136 Find Someone Who Has... • Unit 2, Pg. 254 Polly Put the Kettle On
<p>P-LC 5b Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</p>	9c	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 181 Introducing Journals • Unit 3, Pg. 312 Itsy Bitsy Spider
<p>P-LC 5c Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.</p>	9d 10a 18a,c		<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introducing Journals • Unit 7, Pg. 246 I Know • Unit 7, Pg. 151 How to Wash My Bear



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: VOCABULARY			
P-LC 6 Child understands and uses a wide variety of words for a variety of purposes			
P-LC 6a Demonstrates the use of multiple (2-3) new words or signs a day during play and other activities.	9a		<ul style="list-style-type: none"> Unit 5, Pg. 151 Dinosaur Stomp Unit 1, Pg. 112 Elephant Invitations Unit 1, Pg. 44. Getting Acquainted
P-LC 6b Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	8a 9a	<ul style="list-style-type: none"> Song: The Scientific Method Math Books Science Books (See titles at end of document) Science Investigation Science Tools 	<ul style="list-style-type: none"> Unit 5, Pg. 174 Invertebrates Unit 3, Pg. 316 Plant Parts
P-LC 6c With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes	9a	<p>Waterford Early Learning activities expose children to domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology.</p> <ul style="list-style-type: none"> Some examples; Star, Semicircle, Octagon, Oval, Diamond Science Investigation Science Tools 	<ul style="list-style-type: none"> Unit 4, Pg. 76 What Makes a Fish? Unit 3, Pg. 337 Exploring Water
P-LC 6d With support, forms guesses about the meaning of new words from context clues.	11d 12b	<ul style="list-style-type: none"> Words Tell About the Pictures Picture Clues 	<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 174 Mother, Mother, I Am III
P-LC 7 Child shows understanding of word categories and relationships among words			
P-LC 7a Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	13	<ul style="list-style-type: none"> Sort 	<ul style="list-style-type: none"> Unit 4, Pg. 24 Mammals Unit 2, Pg. 248 Plant or Animal Unit 4, Pg. 44 What Makes a Bird?
P-LC 7b Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”	13		<ul style="list-style-type: none"> Unit 1, Pg. 83 Pat-a-Cake: Dough Time Unit 5, Pg. 233 Slide Like a Snail Unit 4, Pg. 24 What Makes a Mammal?



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-LC 7 Child shows understanding of word categories and relationships among words <i>continued</i>			
<p>P-LC 7c Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</p>	13	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving • Mammals • Fish • Birds • Amphibians • Reptiles • Plants • Insects 	<ul style="list-style-type: none"> • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 2, Pg. 223 Living and Nonliving
<p>P-LC 7d Identifies key common antonyms, such as black/white or up/down. Identifies 1-2 synonyms for very familiar words, such as glad or happy,</p>	8a 9a	<ul style="list-style-type: none"> • Songs: Big Small; Savanna Size • Opposites book • Opposites • Tall and Short • Heavy and Light • Big and Little • Large Small Toys • Big Little Animals 	<ul style="list-style-type: none"> • Unit 6, Pg. 42 Opposites • Unit 2, Pg. 204 Dragons Love Tacos
<p>P-LC 7e Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”</p>	8a 9a	<p>Waterford’s Central Park character, Squirrel, provides children with examples of similar words as he communicates with other characters.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 152 Slime!
DOMAIN: LITERACY			
SUBDOMAIN: PHONOLOGICAL AWARENESS			
P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound			
<p>P-LIT 1a Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</p>	15a	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • (See titles at end of document.) • Rhyming Words Song • Rhyme • Make it Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme 	<ul style="list-style-type: none"> • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and The Rhyme Cheer • Unit 2, Pg. 174 Mother, Mother, I Am III: Rhyme Discrimination



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound <i>continued</i>			
P-LIT 1b Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”	15b	<ul style="list-style-type: none"> Initial Sound Right Initial Sound 	<ul style="list-style-type: none"> Unit 5, Pg. 212 Jumbled: Finding J Words and Letter sound /j/ Unit 6, Pg.52 Pairs: Initial sounds and Letter Sound /p/
P-LIT 1c Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	15b	<ul style="list-style-type: none"> Initial Sound Right Initial Sound 	<ul style="list-style-type: none"> Unit 6, Pg. 74 The Quiet Book: Initial sounds and Letter Sound /kw/ Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter Sound /r/
SUBDOMAIN: PRINT & ALPHABET KNOWLEDGE			
P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)			
P-LIT 2a Understands that print is organized differently for different purposes, such as a note, list, or storybook.	17a,b	<ul style="list-style-type: none"> Print Concepts Read With Me Books Sing a Rhyme Songs/Books (See titles at end of document.) Picture Story 	<ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 8 Morning Message Unit 1, Pg. 37 Print Knowledge: Books Unit 2, Pg. 242 Pet Store
P-LIT 2b Understands that written words are made up of a group of individual letters.	16b 17b	<ul style="list-style-type: none"> Letters Make Words Print Concepts 	<ul style="list-style-type: none"> Unit 1, Pg. 82 Letters Make Words Unit 4, Pg. 46 Lowercase Letters
P-LIT 2c Begins to point to single-syllable words while reading simple, memorized text.	18a,b	<ul style="list-style-type: none"> Read With Me Books Sing a Rhyme Songs/Books (See titles at end of document.) Picture Story 	<ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 8 Morning Message Story Time Activities
P-LIT 2d Identifies book parts and features, such as the front, back, title, and author.	17a 18a,b	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud .	<ul style="list-style-type: none"> Unit 1, Pg. 37 Print Knowledge: Books Unit 1, Pg. 38 Illustration Investigation



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters			
P-LIT 3a Names 18 upper- and lower-case letters.	16a	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Find the Letter • Fast Letter Fun • Letter Checker • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions (Letters A-Z) • Lowercase Letter Introductions (Letters a-z) • Unit 4, Pg. 46 Lowercase Letters • Unit 3, Pg. 282 Quack Ball
P-LIT 3b Knows the sounds associated with several letters.	16b	<ul style="list-style-type: none"> • Sound Songs • Letter Sound • Sound Room • Choose a Sound 	
SUBDOMAIN: COMPREHENSION AND TEXT STRUCTURE			
P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling			
P-LIT 4a Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	18c	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • (See titles at end of document.) • What Comes Next? • Missing Pictures 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On: Reading Comprehension
P-LIT 4b Tells fictional or personal stories using a sequence of at least 2-3 connected events.	9d 12a,b	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • (See titles at end of document.) • What Comes Next? • Missing Pictures 	<ul style="list-style-type: none"> • Unit 5, Pg. 186 Journal: I Got Help When... • Unit 7, Pg. 246 I Know
P-LIT 4c Identifies characters and main events in books and stories.	18a,b,c	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • (See titles at end of document.) • What Comes Next? • Missing Pictures 	<ul style="list-style-type: none"> • Story Time Activities



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-LIT 5 Child asks and answers questions about a book that was read aloud			
P-LIT 5a Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”	12a,b 18a	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • (See titles at end of document.) • What Comes Next? • Missing Pictures 	<ul style="list-style-type: none"> • Story Time Activities
P-LIT 5b Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.	12b 18a,b	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Read With Me Books • Sing a Rhyme Songs/Books • (See titles at end of document.) • What Comes Next? • Missing Pictures • Science Investigation 	<ul style="list-style-type: none"> • Story Time Activities
P-LIT 5c Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	12a 18c	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • (See titles at end of document.) • What Comes Next? • Missing Pictures 	<ul style="list-style-type: none"> • Story Time Activities
SUBDOMAIN: WRITING			
P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks			
P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.	16a,b 19b	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Letters Make Words 	<ul style="list-style-type: none"> • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 2, Pg. 181 Introducing Journals • Journal Activities
P-LIT 6b Shows an interest in copying simple words posted in the classroom.	16a,b 19b	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing 	<ul style="list-style-type: none"> • Unit 1, Pg. 12 Alphabet and Letters • Introduction Pg. 17 Writing Center
P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.	16a,b 19b	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing 	<ul style="list-style-type: none"> • Unit 1, Pg. 12 Alphabet and Letters • Unit 1, Pg. 331 Thank-you Notes • Unit 2, Pg. 181 Introducing Journals • Unit 7, Pg. 151 How to Wash My Bear • Journal Activities



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks <i>continued</i>			
P-LIT 6d Writes first name correctly or close to correctly.	16a,b 19a	<ul style="list-style-type: none"> • What's Your Name? • Letter Picture Writing 	<ul style="list-style-type: none"> • Introduction Pg. 17 Writing Center • Capital and Lowercase Letter Introductions
P-LIT 6e Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	16a,b 17b 19b	Waterford encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Unit 1, Pg. 331 Thank-you Notes • Unit 7, Pg. 173 End of Year Program Invitations • Unit 7, Pg. 246 I Know • Unit 3, Pg. 318 Growing Into A Good Audience
DOMAIN: MATHEMATICS DEVELOPMENT			
SUBDOMAIN: COUNTING AND CARDINALITY			
P-MATH 1 Child knows number names and the count sequence			
Counts verbally or signs to at least 20 by ones.	20a	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Number Counting • Number Instruction • Counting Puzzle 	<ul style="list-style-type: none"> • Unit 1, Pg. 150 Arrange and Count 4 • Unit 4, Pg. 102 Read and Write 6
P-MATH 2 Child recognizes the number of objects in a small set			
Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	20b	<ul style="list-style-type: none"> • Bug Bits • Make and Count Groups • Moving Target dots • Numbers 	<ul style="list-style-type: none"> • Unit 7, Pg. 248 Hidden Counters Game • Unit 2, Pg. 160 Counting On • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 226 Five Frame Match • Unit 1, Pg. 40 Math: Same Two

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-MATH 3 Child understands the relationship between numbers and quantities			
P-MATH 3a When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	20a,b,c	<ul style="list-style-type: none"> Counting Songs Number Songs Match Numbers Number Counting Number Instruction Number Practice Bug Bits Make and Count Groups Math Books Counting Puzzle One-to-One Correspondence 	<ul style="list-style-type: none"> Unit 1, Pg. 73 Read and Write 1 (Activities for Numbers 1-10) Unit 5, Pg. 200 Counting in a Circle Unit 2, Pg. 243 Central Park Board Game
P-MATH 3b Counts and answers “How many?” questions for approximately 10 objects.	20b	<ul style="list-style-type: none"> Counting Songs Number Songs Match Numbers Number Counting Number Instruction Bug Bits Make and Count Groups Math Books One-to-One Correspondence 	<ul style="list-style-type: none"> Unit 7, Pg. 247 How Many Are Hiding? Unit 4, Pg. 70 Introduce and Count Zero
P-MATH 3c Accurately counts as many as 5 objects in a scattered configuration.	20a	<ul style="list-style-type: none"> Counting Songs Number Songs Match Numbers Number Counting Number Instruction Bug Bits Make and Count Groups Math Books Daily Numbers One-to-One Correspondence 	<ul style="list-style-type: none"> Unit 2, Pg. 234 Number Books 1-5 Unit 2, Pg. 208 Pizza Chef Match
P-MATH 3d Understands that each successive number name refers to a quantity that is one larger.	20b	<ul style="list-style-type: none"> Counting Songs Count on by 1 Make and Count Groups One-to-One Correspondence 	<ul style="list-style-type: none"> Unit 2, Pg. 234 Number Books 1-5 Unit 3, Pg. 271 What Comes Next? Unit 2, Pg. 261 Make One More Unit 2, Pg. 243 Central Park Board Game
P-MATH 3e Understands that the last number said represents the number of objects in a set.	20a,b,c	<ul style="list-style-type: none"> Make and Groups Match Numbers 	<ul style="list-style-type: none"> Unit 1, Pg. 54 Counting and Attendance



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-MATH 4 Child compares numbers			
P-MATH 4a Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	22	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Book: For the Birds Greater Than, Less Than More Than, Fewer Than More Than Fewer Than 	<ul style="list-style-type: none"> Unit 6, Pg. 71 Less Than Unit 6, Pg. 8 Greater Than
P-MATH 4b Identifies and uses numbers related to order or position from first to tenth.	22	<ul style="list-style-type: none"> Song: Monster Trucks Order Numbers First, Next, and Last 	<ul style="list-style-type: none"> Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
P-MATH 5 Child associates a quantity with written numerals up to 5 and begins to write numbers			
P-MATH 5a Associates a number of objects with a written numeral 0-5.	20b	<ul style="list-style-type: none"> Number Counting Make and Count Groups Match Numbers Number Instruction 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match Unit 1, Pg. 108 Read and Write 3
P-MATH 5b Recognizes and, with support, writes some numerals up to 10.		<ul style="list-style-type: none"> Number Instruction Number Practice 	<ul style="list-style-type: none"> Read and Write Activities (Weekly; Numbers 0-10)
SUBDOMAIN: OPERATIONS AND ALGEBRAIC THINKING			
P-MATH 6 Child understands addition as adding to and understands subtraction as taking away from			
P-MATH 6a Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	7a	<ul style="list-style-type: none"> Songs: Addition; Pirates Can Add; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition Book: Five Delicious Muffins Act Out Addition Act Out Subtraction Add Groups Subtract Groups 	<ul style="list-style-type: none"> Unit 2, Pg. 218 Group Five Pets Unit 6, Pg. 29 Arrange and Count 9 Unit 1, Pg. 128 Introduce Number 4



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-MATH 6 Child understands addition as adding to and understands subtraction as taking away from <i>continued</i>			
<p>P-MATH 6b Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</p>	11c	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition • Book: Five Delicious Muffins • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups 	<ul style="list-style-type: none"> • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 3, Pg. 280 Counting Backwards
<p>P-MATH 6c With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three...” and then counts on “Four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three...two!” (keeping track with fingers).</p>	20a	<ul style="list-style-type: none"> • Songs: Counting On; Counting Backward • Book: A Space Adventure • Count on By 1 • Count On • Count Down • Counting Back 	<ul style="list-style-type: none"> • Unit 1, Pg. 69 Introduce and Count Number 1 • Unit 1, Pg. 128 Introduce Number 4 • Unit 5, Pg. 160 Counting On
P-MATH 7 Child understands simple patterns			
<p>P-MATH 7a Fills in missing elements of simple patterns.</p>	23	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces
<p>P-MATH 7b Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</p>	23	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-MATH 7 Child understands simple patterns <i>continued</i>			
P-MATH 7c Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	23	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern • Unit 4, Pg. 49 ABC Pattern
SUBDOMAIN: MEASUREMENT			
P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons			
P-MATH 8a Measures using the same unit, such as putting together snap cubes to see how tall a book is.	22.6	<ul style="list-style-type: none"> • Song: Measuring Plants • Length 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 209 Exploring Volume
P-MATH 8b Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.	22	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small • Big and Little • Heavy and Light • Size • Order Size • Make Comparisons • Big Little Animals • Large Small Toys • Tall and Short 	<ul style="list-style-type: none"> • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 142 Weight • Unit 3, Pg. 296 We Are All Growing
P-MATH 8c Uses comparative language, such as shortest, heavier, or biggest.	22	<ul style="list-style-type: none"> • Song: Large, Larger, Largest • Big and Little • Order Size • Tall and Short • Heavy and Light 	<ul style="list-style-type: none"> • Unit 7, Pg. 147 Charting Weight • Unit 6, Pg. 114 Length



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: GEOMETRY AND SPACIAL SENSE			
P-MATH 9 Child identifies, describes, compares, and composes shapes			
<p>P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.</p>	21b	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites • Books: Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 377 Shape Hunt • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles
<p>P-MATH 9b Correctly names basic shapes regardless of size and orientation.</p>	21b	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites • Books: Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 377 Shape Hunt • Unit 3, Pg. 368 Shape Mural
<p>P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</p>	21b	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites • Books: Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 4, Pg. 8 Flat or Solid • Unit 3, Pg. 360 Fancy Shapes • Unit 3, Pg. 321 Circles
<p>P-MATH 9d Creates and builds shapes from components.</p>	21b	<ul style="list-style-type: none"> • Geoboard 	<ul style="list-style-type: none"> • Unit 3, Pg. 332 Circle Party • Unit 4, Pg. 28 Classroom Block Party • Unit 3, Pg. 351 Making Shapes • Unit 3, Pg. 310 Make a Triangle



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-MATH 10 Child explores the positions of objects in space			
P-MATH 10a Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.	21a	<ul style="list-style-type: none"> Songs: Get Over the Bugs; Positioning Book: Up in the Air Over, Under, Above, Below Over, Under, and Through Top, Beside, and Bottom Inside, Outside, Between Position Above, Below, Next to, On 	<ul style="list-style-type: none"> Unit 2, Pg. 260 Bears Above, Below, Next To, On Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom
P-MATH 10b Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	21a	<ul style="list-style-type: none"> Song: Positioning 	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 1, Pg. 60 Turn and Talk Matching Unit 2, Pg. 251 Body Moves
DOMAIN: SCIENTIFIC REASONING			
SUBDOMAIN: SCIENTIFIC INQUIRY			
P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events)			
P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.	11d 24	<ul style="list-style-type: none"> Song: Five Senses Book: I Wish I Had Ears Like a Bat Sight Smell Taste Touch Hearing 	<ul style="list-style-type: none"> Unit 1, Pg. 75 Five Senses: How Do We Know? Unit 1, Pg. 104 Listening Walk
P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	28	<ul style="list-style-type: none"> Science Investigation Science Tools Weather Tools Observe a Simple System 	<ul style="list-style-type: none"> Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 1, Pg. 84 What Do You See? Unit 6, Pg. 24 Fingerprints: Same or Different? Unit 5, Pg. 234 Worms: Slimy, Slipper, and Smooth
P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	26	<ul style="list-style-type: none"> Taste Touch Hearing 	<ul style="list-style-type: none"> Unit 1, Pg. 134 Texture Sort Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty Unit 1, Pg. 138 Crunch and Soggy



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events) <i>continued</i>			
P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.	14	<ul style="list-style-type: none"> • Calendar/Graph Weather • Make a Scene • Create Your Own Environment: Mammals; Birds; Water; Precipitation; Winter; Worms; Spiders; Insects; Fish; Constellations; Plants; Amphibians; Reptiles 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 4, Pg. 18 Skeleton Hands • Unit 5, Pg. 184 Insect Parts
P-SCI 2 Child engages in scientific talk			
P-SCI 2a Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.		<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like...Jane Goodall; Wilbur and Orville Wright; George Washington Carver; Joanne Simpson; Antoni van Leeuwenhoek • Science Investigation • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
P-SCI 2b Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	27	<ul style="list-style-type: none"> • Songs: Ecosystems; Vertebrates; Invertebrates; The Scientific Method • Science Books (See titles at end of document.) • Mammals • Fish • Birds • Amphibians • Reptiles • Plants • Insects 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 3, Pg. 316 Plant Parts
P-SCI 3 Child compares and categorizes observable phenomenon			
P-SCI 3a Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	13	<ul style="list-style-type: none"> • Sort 	<ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast Insect and Spider Numbers • Unit 1, Pg. 134 Texture Sort
P-SCI 3b Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.	28	<ul style="list-style-type: none"> • Song: Measuring Plants • Science Tools • Weather Tools • Capacity • Length 	<ul style="list-style-type: none"> • Unit 7, Pg. 244 Weather Report • Unit 7, Pg. 170 Exploring Weight • Unit 3, Pg. 284 Sunlight and Temperature Investigation



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: REASONING AND PROBLEM-SOLVING			
P-SCI 4 Child asks a question, gathers information, and makes predictions.			
P-SCI 4a Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.	24	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like...George Washington Carver; Jane Goodall; Wilbur and Orville Wright Science Investigation Observe a Simple System 	<ul style="list-style-type: none"> Unit 1, Pg. 24 What Do Scientists Do? Unit 1, Pg. 50 Follow the Apples Investigation Unit 3, Pg. 306 How Do Plants Drink? Unit 5, Pg. 216 What Do Spiders Like?
P-SCI 4b Gathers information about a question by looking at books or discussing prior knowledge and observations.	11d 24	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like...George Washington Carver; Jane Goodall; Wilbur and Orville Wright Science Investigation Observe a Simple System Spring Summer Fall Winter 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 2, Pg. 176 Smell Survey
P-SCI 4c Makes predictions and brainstorms solutions based on background knowledge and experiences such as “I think that plants need water to grow” or “I think adding yellow paint to purple will make brown”.	25 26	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Observe a Simple System 	<ul style="list-style-type: none"> Unit 3, Pg. 342/346 The Water Cycle: Parts 1 & 2 Unit 3, Pg. 365 Seed Investigation
P-SCI 5 Child plans and conducts investigations and experiments.			
P-SCI 5a Articulates steps to be taken and lists materials needed for an investigation or experiment.	24 28	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 57 Cooking Apples Investigation
P-SCI 5b Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.	24 28		<ul style="list-style-type: none"> Unit 5, Pg. 216 What do Spiders Like? Unit 5, Pg. 245 Can an Earthworm Tell if it’s Hot or Cold?



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-SCI 5 Child plans and conducts investigations and experiments <i>continued</i>.			
P-SCI 5c Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.	11d 14a 24 28	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Sight • Touch • Hearing • Taste • Smell • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 177 Smell Survey
P-SCI 6 Child analyzes results, draws conclusions, and communicates results			
P-SCI 6a Analyzes and interprets data and summarizes results of investigation.	12b	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 5, Pg. 245 Can an Earthworm Tell if its Hot or Cold? • Unit 5, Pg. 216 What Do Spiders Like?
P-SCI 6b Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	12b	<ul style="list-style-type: none"> • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 342/346 The Water Cycle • Unit 5, Pg. 216 What Do Spiders Like?
P-SCI 6c With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	12b 22	<ul style="list-style-type: none"> • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 342/346 The Water Cycle • Unit 3, Pg. 284 Sunlight and Temperature Investigation
P-SCI 6d Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.	9a,b 10a 12b 14a 26	<ul style="list-style-type: none"> • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? • Unit 1, Pg. 104 Listening Walk



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT			
SUBDOMAIN: GROSS MOTOR			
P-PMP 1 Child demonstrates control, strength, and coordination of large muscles			
P-PMP 1a Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.	5		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot Unit 4, Pg. 42 Birds on a Perch
P-PMP 1b Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.	4	<ul style="list-style-type: none"> Song: Head, Shoulders, Knees, and Toes Book: We All Exercise Exercise and Rest 	<ul style="list-style-type: none"> Unit 6, Pg. 122 Obstacle Course Unit 7, Pg. 238. Surfing the Waves Unit 6, Pg. 118 Come Rest Awhile (Yoga)
P-PMP 1c Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.			<ul style="list-style-type: none"> Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 6, Pg. 122 Obstacle Course
P-PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people			
P-PMP 2a Demonstrates awareness of own body and other people's space during interactions.			<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot Unit 7, Pg. 187 Pathways in Space Unit 1, Pg. 143 Builders and Bulldozers
P-PMP 2b Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.	4 6		<ul style="list-style-type: none"> Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce
P-PMP 2c When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.	4 6	<ul style="list-style-type: none"> Song: Positioning Top, Beside, and Bottom Inside, Outside, Between Position Above, Below, Next to, On 	<ul style="list-style-type: none"> Unit 1, Pg. 14 School Field Trip
P-PMP 2d Changes directions when moving with little difficulty.	4 6		<ul style="list-style-type: none"> Unit 4, Pg. 42 Birds on a Perch Unit 7, Pg. 238 Surfing the Waves



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUBDOMAIN: FINE MOTOR			
P-PMP 3 Child demonstrates control, strength, and coordination of small muscles			
P-PMP 3a Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	7a	The use of Waterford software requires children to manipulate a mouse or touchpad . The daily use of a touch pad or mouse develops eye-hand coordination skills.	<ul style="list-style-type: none"> Unit 5, Pg. 219 Spider Webs Unit 3, Pg. 309 Leaf Rubbings Unit 1, Pg. 114 Snip, Snip, Cut
P-PMP 3b Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	7b	Waterford encourages everyone to have writing and art materials available for children’s creations. Children also must practice writing letters and words. <ul style="list-style-type: none"> Letter Picture Writing 	<ul style="list-style-type: none"> Unit 1, Pg. 56 Pencil Grip Unit 7, Pg. 141 Tool Workshop
P-PMP 3c Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	7a	Children must use a mouse during their daily Waterford sessions. The use of the mouse develops hand strength and dexterity.	<ul style="list-style-type: none"> Unit 3, Pg. 314 Cutting Shapes Unit 1, Pg. 57 Cooking Apples Investigation
SUBDOMAIN: HEALTH, SAFETY, AND NUTRITION			
P-PMP 4 Child demonstrates personal hygiene and self-care skills			
P-PMP 4a Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	1c	<ul style="list-style-type: none"> Germs Avoid Germs and Prevent Illness Health Experiment 	<ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing
P-PMP 4b Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	1c	<ul style="list-style-type: none"> Teeth 	<ul style="list-style-type: none"> Unit 6, Pg. 79 Bath Time Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth Unit 7, Pg. 174 Taking Care of My Teeth



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits			
P-PMP 5a Identifies a variety of healthy and unhealthy foods.	1c	<ul style="list-style-type: none"> Healthy Food 	<ul style="list-style-type: none"> Unit 7, Pg. 205 Healthy Eating Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
P-PMP 5b Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	1c	<ul style="list-style-type: none"> Healthy Food 	<ul style="list-style-type: none"> Unit 7, Pg. 205 Healthy Eating Unit 7, Pg. 212 It's Different, But It's Good! Unit 3, Pg. 319 Plant Part Salad
P-PMP 5c Moderates food consumption based on awareness of own hunger and fullness.	1b	<ul style="list-style-type: none"> Book: Yummy 	
P-PMP 6 Child demonstrates knowledge of personal safety practices and routines			
P-PMP 6a Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	3a	<ul style="list-style-type: none"> Song: Words In Your World 	<ul style="list-style-type: none"> Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe Unit 1, Pg. 127 Construction Site
P-PMP 6b Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	1b 2a	<ul style="list-style-type: none"> Song: Sun Blues 	<ul style="list-style-type: none"> Unit 7, Pg. 231 Water Safety Unit 3, Pg. 287 Sun Safe Song Unit 5, Pg. 246 Library Field Trip Unit 2, Pg. 166 Safe Smelling



READING LEVEL ONE

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; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; 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

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

READING LEVEL TWO

Traditional Tales

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 (Read or Record)

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?; Rom 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?

Readable (Walk-through/Jump-through/Record Titles)

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?; Rom 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



READING LEVEL THREE

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; Sequoyah's Talking Leaves; 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; Reaching Above; 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

Fluency Comprehension and Speed Titles

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

Informational Books

The Pinata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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?



MATH & SCIENCE LEVEL ONE

Math Books

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; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 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

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

Number Songs

Count to 31; Hotel 100; 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 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

MATH & SCIENCE LEVEL TWO

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; 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; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

MATH & SCIENCE LEVEL THREE

Math & 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 X 1; 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



ALBUMS

Beginning Math Songs: Volume 1

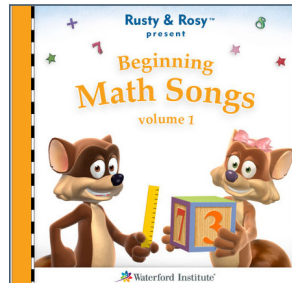
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

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 Ship; 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



Download these albums and more at iTunes. Search for "Waterford's Rusty & Rosy and Friends."

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

MY BACKPACK APP

Mental Math
Read-Alongs
Traditional Tales
Sing-Along Songs
Nursery Rhymes

