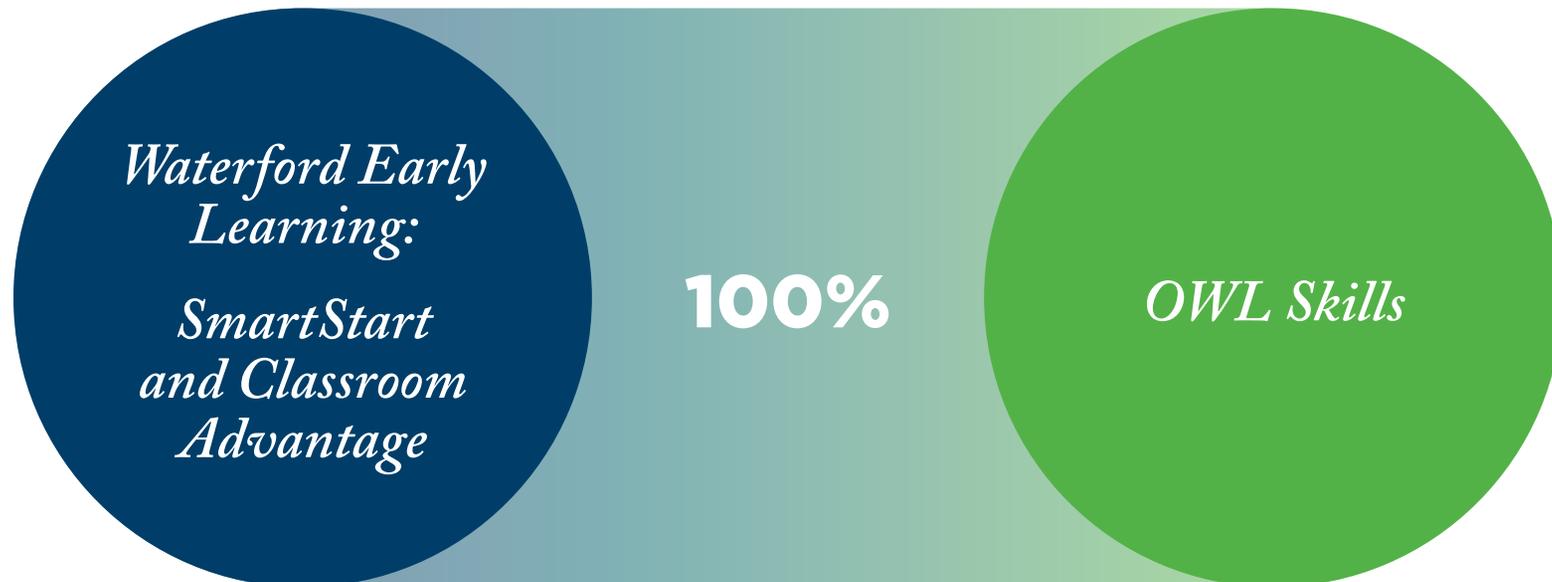


# CURRICULUM *Correlation*



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*This document provides a detailed correlation of WATERFORD EARLY LEARNING: SMARTSTART and CLASSROOM ADVANTAGE to OWL SKILLS.*

## WATERFORD.ORG CURRICULUM DETAILS

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

**Waterford Early Learning: Reading** is a comprehensive, adaptive program designed to ensure that each student moves from preliteracy to fluent reading. It incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency. Students take a placement assessment to determine their appropriate starting point.



*Following an extensive review, Waterford Early Learning: 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 Early Learning: 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. Students begin with a research-based placement assessment.

**Waterford Early Learning: SmartStart** presents Waterford's curriculum in an integrated format specifically designed for preschoolers. Students explore reading, math, science, and

social and emotional learning activities while practicing executive function skills. Once students complete Waterford Early Learning: SmartStart, they are ready for Waterford Early Learning: Reading and Waterford Early Learning: Math & Science.

*Note:* Preschool students can also begin their Waterford experience with Waterford Early Learning: Reading as it is adaptive.

## 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.

**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

Waterford Early Learning: Classroom Advantage provides teachers thousands of online activities 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 Waterford Early Learning: SmartStart 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 Waterford Early Learning: Classroom Advantage.
- **Print, PDF, and Internet Resources:** Teacher guides, teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

## CONTINUAL DEVELOPMENT

At Waterford, we are continually developing our programs with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>SELF-AWARENESS</b>		
Describe basic characteristics of self, such as hair color, eye color, and gender	<ul style="list-style-type: none"> <li>• Book: Mine</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> </ul>
Describe self positively in behavior terms (e.g., “I can buckle my shoes.” “I can pour my juice.”)	<ul style="list-style-type: none"> <li>• Books: Grandpa’s Great Athlete; Jose Three; Play Ball</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
Understand personal abilities and limitations (e.g., tries again to walk the balance beam, after stepping off several times on the first try; asks for help when it is needed; says, “I couldn’t use a fork when I was little.”)	<ul style="list-style-type: none"> <li>• Books: Grandpa’s Great Athlete; Play Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
Describe self in terms of being a member of different communities, such as family, classroom, school	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
Demonstrate self-direction	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> </ul>
Show interest and curiosity in learning new concepts and trying new activities	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 203 Spring Gallop!</li> </ul>

\* Teacher Resources are found in the SmartStart Teacher Guides. Download the guides from the Waterford Manager (<https://manager.waterford.org/>).

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SELF-AWARENESS</b> <i>continued</i>		
Exercise appropriate caution in dangerous situations and regulate impulses more consistently	Waterford Early Learning’s Social-Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 231 Water Safety</li> </ul>
Select centers or activities based on personal preferences	Waterford’s Central Park character, Squirrel, demonstrates choosing preferred activities independently in the Social-Emotional series.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> </ul>
<b>SOCIAL AWARENESS</b>		
Describe others using specific characteristics	<ul style="list-style-type: none"> <li>Books: Mine; Jose Three; Play Ball; Seeing Fingers; In the Rain</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 7, Pg. 142 Weight</li> </ul>
Ask questions and make comments that indicate understanding that peer may have a different perspective than self	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It’s Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 2, Pg. 176 Smell Survey</li> <li>Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>Unit 6, Pg. 20 May I Help Game</li> </ul>
Demonstrate empathy and caring for others	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby’s Ball</li> <li>Papa’s Thumb</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 188 Full Buckets</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Participate in solving disagreements	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"> <li>Unit 4, Pg. 13 We’re All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
Initiate interaction with other children by cooperating, helping, sharing, and expressing interest	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>Unit 4, Pg. 13 We’re All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SELF-REGULATION</b>		
<b>Exhibit Control of Behavior</b>		
Participate in the development of and follow classroom rules and routines	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 43 Reflection and Dismissal</li> </ul>
Manage transitions, participate in routines, and adapt to changes in routines	<ul style="list-style-type: none"> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 24 Daily Routines</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> </ul>
Handle classroom materials respectfully and appropriately	Waterford’s Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect others’ property as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 1, Pg. 31 Cleanup and Center Review</li> </ul>
Put away classroom materials and personal items appropriately	Waterford’s Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect others’ property as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 1, Pg. 31 Cleanup and Center Review</li> <li>• Unit 1, Pg. 58 Cooking Apples Center</li> </ul>
Refrain from impulsive responding	Waterford’s Social-Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 1, Pg. 145 What’s in the Bag?</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 4, Pg. 80 Waiting Game</li> </ul>
Resolve disagreements appropriately	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"> <li>• Unit 4, Pg. 13 We’re All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Communicate appropriately to make needs known	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Find Me!</li> <li>• Lost and Found</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Exhibit Control of Emotions</b>		
Express emotions that are congruent with the situation	Waterford Early Learning's Social-Emotional videos demonstrate the connection between emotions and behaviors. As scenarios are presented, children choose different options offering examples and explanations of whether or not this behavior is appropriate.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 367 Animal Beat</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> </ul>
Use words to express feelings and resolve conflicts	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Lost Dinosaur</li> <li>Noisy Children</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 26 Journal Prompt: I Feel...</li> </ul>
Respond positively to adult guidance in using calming strategies	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
<b>Exhibit Control of Attention</b>		
Sustain attention to an activity appropriate to age	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Complete an activity before selecting a different activity	Waterford helps children build persistence by allowing them to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
Listen attentively to stories and instructions	<p>Engaging stories throughout Waterford hold children's attention as they listen. Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</p> <ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 9 Classroom Bear</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 3, Pg. 318 Growing Into A Good Audience</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Exhibit Control of Attention continued</i>		
Contribute verbal responses that are appropriately related to the topic or situation	Social-Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> </ul>
<b>SOCIAL INTERACTION</b>		
Greet teacher in the morning and say goodbye when leaving		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 33 Reflection and Dismissal</li> <li>• Unit 1, Pg. 43 Reflection and Dismissal</li> </ul>
Engage in conversation with an adult	Waterford’s Social-Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Seek adult assistance appropriately	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost Dinosaur</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
Participate successfully as a group member	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Name Song</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 34 Counting and Attendance</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul>
Initiate interactions with peers	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL INTERACTION</b> <i>continued</i>		
Initiate problem-solving strategies	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"> <li>• Unit 1, Pg. 68 Dramatic Play: Garage</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
Can take turns	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"> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
<b>RELATIONSHIPS</b>		
Show interest and caring toward family members (e.g., making a card for a family member while at school or saying “This picture is for my Mom.”)	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Party Time</li> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> </ul>
Make smooth/happy transition from family/home to teachers/school and maintain comfort with the separation during the school day.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 18 Family Engagement</li> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> </ul>
Begin to have friendships	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Relate feelings to and seek assistance from teachers		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
Show interest in, offer to help, and share pride in accomplishments with teachers	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b>		
<b>LISTENING</b>		
Listen and respond appropriately in conversations and discussions	Question and response conversations within Waterford's Social-Emotional videos provide examples for children to ask and answer questions as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 1, Pg. 17 Listening Song</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> </ul>
Listen to questions and respond appropriately	Conversations within Waterford's Social-Emotional videos provide examples for children to listen to questions and respond as characters develop ideas.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
Follow two- and three-step directions	While interacting with Waterford Early Learning, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 2, Pg. 232 Wash the Tables!</li> </ul>
<b>SPEAKING (CONVERSATION)</b>		
Engage in conversation and use language for basic purposes	Waterford's Social-Emotional videos model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Engage in informal conversations with peers and adults and attend to rules of conversation	Social-Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SPEAKING (CONVERSATION) <i>continued</i></b>		
Use language appropriate to the situation	Social-Emotional videos model conversations in play and everyday activities.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Speak clearly so that words can be understood by both familiar and unfamiliar adults and children	Waterford Early Learning introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Dramatic Play Activities</li> <li>• Capital Letter Introductions</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Follow nonverbal conversational rules (eye contact, facial expression, distance)	Social-Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters who maintain eye contact and respond with appropriate facial expressions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> </ul>
Engage in conversation, using language for advanced purposes (asking questions to get information, giving information, problem solving)	Question and response conversations within Waterford's Social-Emotional videos provide examples for children to ask and answer questions and demonstrate problem solving strategies.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 136 Find Someone Who Has</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 20 May I Help Game</li> <li>• Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
Begin and end conversations appropriately	Social-Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters begin or end the discussion.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 6 Listening Rug</li> <li>• Unit 1, Pg. 136 Find Someone Who Has</li> <li>• Unit 6, Pg. 20 May I Help Game</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Tell a personal narrative with details		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 374 Journal Prompt: My Family</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SPEAKING (CONVERSATION) <i>continued</i></b>		
Participate in conversations in small and large settings appropriately	Conversations within Waterford’s Social-Emotional videos provide examples for children as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Dramatic Play Activities</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
<b>VOCABULARY</b>		
Use a wide variety of words to label and describe people, places, things, actions, and attributes of objects	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; Savanna Size; Large, Larger, Largest</li> <li>• Vocabulary</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Size</li> <li>• Red, Yellow, and Blue</li> <li>• Big Little Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>
Use and increase vocabulary through everyday communication	All activities provide opportunities for children to use words and phrases acquired through conversation and for children to read and be read to, and to respond to texts. <ul style="list-style-type: none"> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Vocabulary</li> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> </ul>
Demonstrate understanding of terms used in the instructional language of the classroom	Waterford Early Learning activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• Unit 4, Pg. 70 Introduce and Count Zero</li> <li>• Unit 7, Pg. 151 How to wash My Bear</li> </ul>
Know the meaning of 3,000 to 4,000 words	Online books include bolded vocabulary words. When clicked, children hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Center Activities</li> <li>• Vocabulary</li> </ul>
Use category labels to understand how words or objects relate to each other	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg., 220 Mary Had a Little Lamb Rhyme Discrimination</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SENTENCES AND STRUCTURE</b>		
Use complete sentences of four or more words	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Use sentences with grammatical complexity	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
Use age-appropriate grammar, including <ul style="list-style-type: none"> <li>- regular and irregular plurals</li> <li>- regular and irregular past tense</li> <li>- pronouns</li> <li>- possessives</li> <li>- subject-verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Nouns; More Than One; Plural Nouns; It Happened Yesterday; Pronouns; Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 51 Fancy Rhyming</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 178 Power I</li> </ul>
Express more than one idea in complex sentences	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
<b>EMERGENT LITERACY: READING</b>		
<b>MOTIVATION TO READ AND WRITE</b>		
Ask to be read to and to have favorite books re-read	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Math Books</li> <li>Science Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Read or pretend to read books, imitating reading behaviors	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Math Books</li> <li>Science Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MOTIVATION TO READ AND WRITE</b> <i>continued</i>		
Choose a book independently and return it to the correct place when finished with it	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"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Handle and care for books in a respectful manner	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
<b>CONCEPTS OF PRINT</b>		
Develop awareness that print represents spoken language and conveys meaning	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Recognize familiar books by their covers	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Hold a book correctly for reading (right side up, with the front cover facing the child)	Picture Stories feature graphics that model correct book position. <ul style="list-style-type: none"> <li>• Picture Story: Pat-a Cake; Hey Diddle, Diddle; Itsy, Bitsy Spider; Rock-a-Bye Baby; Jack and Jill; This Little Piggy; Quack, Quack, Quack; Baa, Baa, Black Sheep; Where Is Thumbkin?; One, Two, Buckle My Shoe; Mary Had a Little Lamb</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
Turn the pages of a book one at a time from front to back	Picture Stories feature graphics that model turning pages. <ul style="list-style-type: none"> <li>• Picture Story: Pat-a Cake; Hey Diddle, Diddle; Itsy, Bitsy Spider; Rock-a-Bye Baby; Jack and Jill; This Little Piggy; Quack, Quack, Quack; Baa, Baa, Black Sheep; Where Is Thumbkin?; One, Two, Buckle My Shoe; Mary Had a Little Lamb</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CONCEPTS OF PRINT <i>continued</i></b>		
Understand the concept of letter, word, and sentence	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Track print from top to bottom	Online books within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion with highlighted text which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 23 Morning Message</li> </ul>
Track print from left to right and sweep back for the next line	Online books within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion with highlighted text which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 23 Morning Message</li> </ul>
Identify parts of a book: front cover, back cover, page numbers	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
<b>PHONOLOGICAL AND PHONEMIC AWARENESS</b>		
<b>Listening</b>		
Discriminate environmental sounds	<ul style="list-style-type: none"> <li>• Get Started with Sounds</li> <li>• Common Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 1, Pg. 118 Sound Order</li> </ul>
Sequence sounds	<ul style="list-style-type: none"> <li>• Sounds in Order</li> <li>• Blend Every Sound</li> <li>• Blend Individual Phonemes</li> <li>• Common Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 17 Llama Llama Sounds</li> </ul>
<b>Sentences</b>		
Segment a sentence of single-syllable words into individual words (up to four words)	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Syllables</b>		
Blend two one-syllable words to make a compound word	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Compound word Introduction: Blending Fire Words</li> <li>Unit 3, Pg. 343 Wheels on the Bus: Compound Word Blend</li> <li>Unit 3, Pg. 362 Blend Compound Words: My Valentine</li> </ul>
Segment a compound word	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>Unit 4, Pg. 22 Yankee Doodle: Compound Words</li> <li>Unit 4, Pg. 23 Skeletal Portraits</li> <li>Unit 4, Pg. 26 Listening Activity: Segment Farm Compound Words</li> <li>Unit 4, Pg. 40 Zulu Warrior: Compound Words</li> </ul>
Delete a word from a compound word	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>Unit 4, Pg. 22 Yankee Doodle: Compound Words</li> <li>Unit 4, Pg. 26 Listening Activity: Segment Farm Compound Words</li> <li>Unit 4, Pg. 40 Zulu Warrior: Compound Words</li> </ul>
Blend syllables to make a familiar word	<ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Syllables</li> <li>Syllable Safari</li> <li>Blending Dragon</li> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> </ul>
Segment a familiar word into syllables	<ul style="list-style-type: none"> <li>Syllables</li> <li>Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>Unit 5, Pg. 202 Circus Syllables</li> </ul>
Delete a syllable from a familiar word	<ul style="list-style-type: none"> <li>Syllables</li> <li>Syllable Safari</li> <li>Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> </ul>
Identify words that have the same initial syllable (initial vowel sounds)	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Choose a Sound</li> </ul>	

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Onset and Rime</b>		
Blend onset (initial consonant or consonants) and rime (vowel to end) to form a familiar word	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending Dragon</li> <li>• Blending</li> <li>• Blend Every Sound</li> <li>• Blending Riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> </ul>
Segment the onset and rime of a familiar word	<ul style="list-style-type: none"> <li>• Take Away Syllables</li> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 4 Listening Activity: Action Words Onset-Rime</li> <li>• Unit 6, Pg. 46 Listening Activity: Opposites Onset-Rime</li> </ul>
Delete the onset of a familiar word	<ul style="list-style-type: none"> <li>• Phoneme Deletion</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 36 Listening Activity: Onset-Rime Clothes</li> </ul>
<b>Phonemes</b>		
Identify spoken word pairs that have the same or different initial consonant sounds	<ul style="list-style-type: none"> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
Identify one word from a spoken set of three that does not begin with the same initial sound as the other two	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	
Produce words with the same initial sound (single consonant alliteration)	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
Produce the initial sound in a word, with pictorial support	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>
Blend two and three phonemes into words	<ul style="list-style-type: none"> <li>• Blending</li> <li>• Blend Individual Phonemes</li> <li>• Blend Every Sound</li> <li>• Blend Onset/Rime</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Find the Picture</li> <li>• Stick 'n' Spell</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> <li>• Unit 7, Pg. 246 Listening Activity: Simon Says Blend Phonemes</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonemes continued</i>		
Segment two- and three-phoneme words	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>• Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>
Identify pictured word pairs that have the same or different initial or final sounds	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>	
Produce new words by deleting initial or final phonemes	<ul style="list-style-type: none"> <li>• Phoneme Deletion</li> </ul>	
Substitute initial vowel sound	<ul style="list-style-type: none"> <li>• Choose a Sound: Andy’s Adventure</li> <li>• Right Initial Sound: Andy’s Adventure; Ed the Elephant</li> </ul>	
<i>Rhyme</i>		
Identify spoken word pairs that do and do not rhyme	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• One Doesn’t Rhyme</li> <li>• Finish the Picture</li> <li>• Make it Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination</li> </ul>
Identify one word from a spoken set of three that does not rhyme with the other two	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• One Doesn’t Rhyme</li> <li>• Finish the Picture</li> <li>• Make it Rhyme</li> </ul>	
Produce rhyming words (real or nonsense)	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• One Doesn’t Rhyme</li> <li>• Finish the Picture</li> <li>• Make it Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 4, Pg. 50 Vertebrate Compound Words</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Rhyme continued</i>		
Produce new words by substituting a single initial consonant phoneme in a word to create a new word	<ul style="list-style-type: none"> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Initial Sound</li> <li>• Change One Sound</li> </ul>	
<b>ALPHABET KNOWLEDGE</b>		
<i>Letter Naming and Recognition</i>		
Recognize his or her own name	<ul style="list-style-type: none"> <li>• What's Your Name?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> </ul>
Name the first letter in his or her own name, several peers' names, and in environmental print	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Words in Your World</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Similarities and Differences in Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
Name uppercase letters (at least 20)	<ul style="list-style-type: none"> <li>• ABC Songs (Capital)</li> <li>• Letter Pictures (Capital)</li> <li>• Hidden Letters (Capital)</li> <li>• Letter Checker (Capital)</li> <li>• Hidden Pictures (Capital)</li> <li>• Find the Letter (Capital)</li> <li>• Color or Make a Scene (Capital)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> </ul>
Name lowercase letters (at least 20)	<ul style="list-style-type: none"> <li>• ABC Songs (Lowercase)</li> <li>• Letter Pictures (Lowercase)</li> <li>• Hidden Letters (Lowercase)</li> <li>• Letter Checker (Lowercase)</li> <li>• Hidden Pictures (Lowercase)</li> <li>• Find the Letter (Lowercase)</li> <li>• Match or Make a Scene (Lowercase)</li> </ul>	<ul style="list-style-type: none"> <li>• Lowercase Letter Introductions</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Letter Naming and Recognition continued</i>		
Match uppercase and lowercase letters	<ul style="list-style-type: none"> <li>• Alphabet Review</li> <li>• Fast Letter Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Say the alphabet in order	<ul style="list-style-type: none"> <li>• ABC Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> </ul>
Distinguish between letters and numbers	<ul style="list-style-type: none"> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Explain Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Introduce and Count Number Activities</li> </ul>
<i>Letter-Sound Relationships/Phonics</i>		
Link the first letter in his or her own name to its sound	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> <li>• What's Your Name?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Listening Activity: Name Syllables</li> </ul>
Link the first letter in the names of several peers to its sound	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Listening Activity: Name Syllables</li> </ul>
Recognize letter sounds (at least 20)	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Letter Sound Activities</li> <li>• Unit 3, Pg. 282 Quack Ball</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Letter-Sound Relationships/Phonics <i>continued</i></b>		
Produce the correct sound for 10 to 15 letters	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Letter Sound Activities</li> <li>• Unit 3, Pg. 282 Quack Ball</li> </ul>
<b>COMPREHENSION OF TEXT READ ALOUD</b>		
<b>Appreciate Stories and Other Text</b>		
Listen to books read aloud and discuss	Books shared in Classroom Advantage provide opportunities for discussion. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Gain appreciation for and awareness of diverse genres	Waterford Early Learning online books provide opportunities for children to experience and enjoy different genres. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Appreciate Stories and Other Text continued</i>		
Recollect, talk, and write about books	Books shared in Classroom Advantage provide opportunities for discussion. Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Story Time Activities</li> </ul>
<b>Construct Meaning from Text</b>		
Demonstrate understanding by asking and answering questions	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Draw on understanding to predict events and story elements	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Understand the different purposes of different texts	Books shared in Classroom Advantage provide opportunities for discussion. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Use background knowledge before, during, and after reading	Books shared in Classroom Advantage provide opportunities to build and use background knowledge before, during, and after reading.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Construct Meaning from Text <i>continued</i></b>		
Demonstrate understanding of stories through recall of events and retelling	<ul style="list-style-type: none"> <li>• What Comes Next?</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Use evidence from the text to support opinions, interpretations, or conclusions	<p>Books shared in Classroom Advantage provide opportunities to discuss opinions, interpretations, and conclusions.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain Determination</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<p>Learn from books and use knowledge for higher level thinking:</p> <ul style="list-style-type: none"> <li>• Categorize and classify information</li> <li>• Understand cause-and-effect relationships</li> <li>• Compare and contrast information</li> <li>• Understand graphic sources</li> </ul>	<p>Books shared in Classroom Advantage provide opportunities for discussion.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<b>LITERACY ELEMENTS AND RESPONSE</b>		
Distinguish realism and fantasy	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Story Time Activities</li> </ul>
Understand characters' traits, actions, feelings, motives, and plans	<ul style="list-style-type: none"> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LITERACY ELEMENTS AND RESPONSE <i>continued</i></b>		
Use knowledge of setting to understand stories	Books shared in Classroom Advantage provide opportunities for discussion of story elements. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Use story structure and understanding of plot to interpret stories	Books shared in Classroom Advantage provide opportunities for discussion of story elements. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
Distinguish the roles of author and illustrator	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
Reflect on reading and respond (through talk, movement, art, and so on)	Books shared in Classroom Advantage provide opportunities for discussion. Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> (See titles at end of document.) <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY: WRITING</b>		
<b>WRITING</b>		
<b>Writing to Convey Meaning</b>		
Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Write first name	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• What’s Your Name?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Attempt to write last name	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Compose, dictate, or write messages or stories	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 3, Pg. 331 Thank You Notes</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> </ul>
Participate in shared and interactive writing	Classroom Advantage provides access to a Word Processor feature encouraging collaboration in shared and interactive writing.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> </ul>
<b>Writing Conventions</b>		
Scribbles and/or writing start at the top of the page	All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Writing Conventions continued</i>		
Scribbles and/or writing start on the left side of paper and progress to the right	All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Scribble or write more or less in a horizontal line	All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Use letters or symbols to represent words	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Write known letters, both independently and on request	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 47 Capital Letter A: Introduction</li> </ul>
<b>MATHEMATICS</b>		
<b>COUNTING</b>		
Demonstrate that objects, or parts of objects, can be counted	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 34 Counting and Attendance</li> </ul>
Use words to rote count from 1 to 30	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Attendance Activities</li> <li>• Introduce and Count Number Activities</li> <li>• Unit 7, Pg. 217 Introduce and Write Number 14</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>COUNTING <i>continued</i></b>		
Count 1-10 items, with one count per item	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 5 Attendance</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 6, Pg. 29 Arrange and Count 9</li> </ul>
Demonstrate that the order of a counting sequence is always the same, regardless of what is counted	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Order Numbers</li> <li>• Counting Puzzle</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Counting and Attendance</li> </ul>
Demonstrate that the last count indicates how many items were counted	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Order Numbers</li> <li>• Counting Puzzle</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Counting and Attendance</li> </ul>
Demonstrate understanding that when counting, items can be chosen in any order	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Order Numbers</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 34 Counting and Attendance</li> <li>• Unit 1, Pg. 54 Counting and Attendance</li> </ul>
User verbal ordinal terms	<ul style="list-style-type: none"> <li>• Song: Ordinals</li> <li>• Book: The Circus Came to Town</li> </ul>	

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>COUNTING <i>continued</i></b>		
Verbally identify, without counting, the number of objects from 1 to 5 (subitizing)	<ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> </ul>
Recognize one-digit numerals, 0 to 9	<ul style="list-style-type: none"> <li>Number Books</li> <li>Number Songs (See titles at end of document.)</li> <li>Explain Numbers</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> </ul>
<b>ADDING TO/TAKING AWAY</b>		
Use concrete models for adding up to five objects	<ul style="list-style-type: none"> <li>Songs: Addition; On the Bayou; Pirates Can Add</li> <li>Add Groups</li> <li>Act Out Addition</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 180 Build One More</li> <li>Unit 7, Pg. 229 Build One Less</li> </ul>
Make a verbal word problem for adding up to five objects	<ul style="list-style-type: none"> <li>Songs: Addition; On the Bayou; Pirates Can Add</li> <li>Add Groups</li> <li>Act Out Addition</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 91 Decomposing 10</li> </ul>
Use concrete models for subtracting 1 to 5 objects from a set	<ul style="list-style-type: none"> <li>Songs: Subtract Those Cars; Bakery Subtraction; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Subtract Groups</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 180 Build One More</li> <li>Unit 7, Pg. 229 Build One Less</li> </ul>
Make a verbal word problem for subtracting 1 to 5 objects from a set	<ul style="list-style-type: none"> <li>Songs: Subtract Those Cars; Bakery Subtraction; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Act Out Subtraction</li> <li>Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 180 Build One More</li> <li>Unit 7, Pg. 229 Build One Less</li> </ul>
Use informal strategies to share or divide up to 10 items equally	<ul style="list-style-type: none"> <li>Song: Fractions</li> <li>Book: Half for You and Half for Me</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 121 Problem Solving: Fair Division</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GEOMETRY AND SPATIAL SENSE</b>		
Name common shapes	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides; Marmot Shapes</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 377 Shape Hunt</li> </ul>
Create shapes	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Demonstrate use of location words	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 5, Pg. 232 Here, Kitty, Kitty: Position Words and Letter Sound /k/</li> </ul>
Slide, flip, and turn shapes to demonstrate that the shape remains the same	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>
<b>MEASUREMENT</b>		
Recognize and compare the heights, weights, and lengths of people or objects	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Big Small Song</li> <li>• Size</li> <li>• Order Size</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Make Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MEASUREMENT <i>continued</i></b>		
Recognize how much can be placed within an object	<ul style="list-style-type: none"> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 199 Volume</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>
Use language to describe concepts associated with the passing of time	<ul style="list-style-type: none"> <li>Today</li> <li>Yesterday/Tomorrow</li> <li>Calendar</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
<b>CLASSIFICATION AND PATTERNS</b>		
Sort objects that are the same and different into groups	<ul style="list-style-type: none"> <li>Song: Same and Different; All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 2, Pg. 248 Plant or Animal</li> <li>Unit 3, Pg. 340 Sort It Out</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul>
Describe how groups are similar and different	<ul style="list-style-type: none"> <li>Song: Same and Different; All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul>
Collect data and organize it in a graphic representation	<ul style="list-style-type: none"> <li>Calendar/Graph Weather</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>Unit 7, Pg. 147 Charting Weight</li> </ul>
Recognize patterns	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern AB</li> <li>Pattern ABB</li> <li>Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SCIENCE</b>		
<b>SCIENTIFIC PRINCIPLES/THINKING/INQUIRY</b>		
Know and apply the concepts, principles, and processes of scientific inquiry	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> </ul>
Ask questions about objects, organisms, or events in the environment	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> </ul>
Describe and record observations	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> </ul>
Make predictions and perform simple investigations	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Health Experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> <li>• Unit 4, Pg. 86 Fish Investigation</li> </ul>
Identify and use simple tools, measuring devices, and equipment in investigations, and demonstrate and explain their safe use	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Measuring Plants</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Length</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> <li>• Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL SCIENCES</b>		
Describe and compare properties and characteristics of common objects	<ul style="list-style-type: none"> <li>• Songs: Big Small Song; All Sorts of Laundry; Squirrel’s Zoo Colors</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Color Practice</li> <li>• Red, Yellow, and Blue</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 4, Pg. 8 Flat or Solid</li> </ul>
Investigate and describe states of matter	<ul style="list-style-type: none"> <li>• Song: Matter</li> <li>• Book: Pancakes Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
Investigate and describe the position and movement of objects	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks; Push and Pull</li> <li>• Books: Up in the Air; Mr. Mario’s Neighborhood</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>
Investigate and describe sources of energy, including light, heat, and electricity	<ul style="list-style-type: none"> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> <li>• Unit 3, Pg. 279 Shadow Theater</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LIFE SCIENCES</b>		
Identify and describe the physical and behavioral characteristics of organisms, including the relationships of organisms to their environments	<ul style="list-style-type: none"> <li>• Songs: Birds; Fish; Living and Nonliving; Plant or Animal</li> <li>• Books: Guess What I Am; I Want to Be a Scientist Like Jane Goodall</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Worms</li> <li>• Spiders</li> <li>• Insects</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
Observe and identify the basic requirements of living things	<ul style="list-style-type: none"> <li>• Songs: Water; Living and Nonliving; Food From Plants</li> <li>• Sun</li> <li>• Water</li> <li>• Living or Nonliving</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Describe and compare the characteristics that differentiate living from nonliving things	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
Observe and describe the life cycles of plants and a variety of animals	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Measuring Plants</li> <li>• Observe a Simple System</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Birds</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LIFE SCIENCES</b> <i>continued</i>		
Observe and describe plant, animal, and human behavior across seasons	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
<b>EARTH AND SPACE SCIENCES</b>		
Identify and compare earth materials, their properties, and their uses	<ul style="list-style-type: none"> <li>• Song: Water</li> <li>• Materials</li> <li>• Water</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> </ul>
Identify and discuss objects in the sky	<ul style="list-style-type: none"> <li>• Songs: The Moon; Precipitation; Sun Blues</li> <li>• Book: Star Pictures</li> <li>• Clouds</li> <li>• Moon</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 6, Pg. 38 Dramatic Play: To the Moon!</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteors</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
Describe forces in nature and the effects of those forces	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Precipitation; Water; I Am Part of All I See; Storms</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
Investigate and observe changes in daily weather	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Weather</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Describe changes in the earth and sky during different types of weather and times of day	<ul style="list-style-type: none"> <li>• Sun</li> <li>• Clouds</li> <li>• Precipitation</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
Demonstrate the importance of caring for our environment and planet	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PERSONAL SAFETY AND HEALTH</b>		
Practice good habits of personal safety	<ul style="list-style-type: none"> <li>Song: Sun Blues</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 2, Pg. 165 Safe Smelling</li> <li>Unit 3, Pg. 287 Sun Safe Song</li> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> </ul>
Practice good habits of personal health and hygiene, including habits of good nutrition and exercise	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Books: The Germs; We All Exercise</li> <li>Avoid Germs and Prevent Illness</li> <li>Exercise and Rest</li> <li>Healthy Food</li> <li>Health Experiment</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 76 Germs Make People Sick</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> <li>Unit 7, Pg. 205 Healthy Eating</li> </ul>
<b>SOCIAL STUDIES</b>		
<b>PERSONAL PAST AND PRESENT</b>		
Identify similarities and differences in characteristics of people (the activities, language, physical characteristics, and likes and dislikes of family members, peers, and other familiar people)	<ul style="list-style-type: none"> <li>Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird's Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 6, Pg. 14 Picturing My Body</li> <li>Unit 7, Pg. 170 Exploring Weight</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PERSONAL PAST AND PRESENT</b> <i>continued</i>		
Identify similarities and differences in characteristics of families and begin to understand family needs, roles, jobs, and relationships	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> </ul>
Develop a sense of past, present, and future through experience with consistent daily events and routines		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>
Recall recent and past events (using day and week time-relationship vocabulary)		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>
Connect past events with present and future events (using day and week time-relationship vocabulary)	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>
<b>ECONOMICS</b>		
Understand that all people need food, clothing, and shelter	<ul style="list-style-type: none"> <li>• Songs: Food From Plants; Health</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>
Understand basic concepts such as wants and needs, producing and selling, buying and consuming	<ul style="list-style-type: none"> <li>• Book: Follow the Apples</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 373 Farm to Table</li> </ul>
Describe the roles and responsibilities of community workers		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>• Unit 3, Pg. 328 We All Have Jobs</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 345 Which Hat Is Best?</li> <li>• Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul>
Apply knowledge of classroom responsibilities by participating in classroom jobs	Waterford’s Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> <li>• Unit 3, Pg. 348 Journal Prompt: My Job</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GEOGRAPHY</b>		
Identify and describe common features in the home, school, and community environment and create simple representation of these	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Four Ecosystems; Words in Your World</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> </ul>
Develop awareness of own community and of how it is similar to and different from other cultures	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> </ul>
Use and respond to words that indicate direction and relative position	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• Right, Left</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg., 23 Morning Message</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
<b>CITIZENSHIP</b>		
Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
Demonstrate awareness of the reason for rules		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> </ul>
Discuss valued qualities, such as honesty, courtesy, kindness, fairness, and self-control	Waterford's Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CITIZENSHIP</b> <i>continued</i>		
Demonstrate an emerging awareness and respect for abilities, cultures, and ethnicities	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
Participate in voting as a method of making choices in group decision-making and develop awareness of the roles of leaders		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 6, Pg. 48 Flag On The Moon</li> </ul>
Participate in the Pledge of Allegiance and recognize important American symbols	Sing Around the World Songs begin with the location of the country represented and their flag. <ul style="list-style-type: none"> <li>• United States: Inchworm; The Bird’s Voice; Egg on a Queen; Head, Shoulders, Knees, and Toes; Wake Up; An Ox Kissing a Fox</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 48 Flag On The Moon</li> </ul>
<b>FINE ARTS</b>		
<b>ART</b>		
Use a variety of materials for sensory experience and exploration	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Notice and use colors, shapes, space, textures, and objects in the environment in artwork	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Use art for self-expression	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> </ul>
Create artwork inspired by own imagination or by world around self	Waterford encourages everyone to have writing, drawing, and artwork materials available world children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Describe own artwork	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 82 Imagine a Germ</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> </ul>
Comment on the artwork of others		<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MUSIC AND MOVEMENT</b>		
Participate in group music activities	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program. Children are often asked to sing along.	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>
Listen to a variety of styles of music, alone or with others	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> </ul>
Explore music by playing with musical instruments		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> <li>• Unit 7, Pg. 235 Rain Sticks</li> </ul>
Use movement and music for play and self-expression	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Music Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>
Use movement and dance to show feelings or convey meaning	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 3, Pg. 367 Animal Beat</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 6, Pg. 53 Floating Robots</li> </ul>
<b>DRAMATIC EXPRESSION</b>		
Create or recreate stories, poems, and life experiences through drama	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
Create props and simple costumes to aid in the dramatization of a story	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 198 Program Decorations</li> </ul>
Use voice and movements to create characters	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> </ul>
Develop audience skills by observing performances		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 318 Growing Into a Good Audience</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT</b>		
<b>GROSS MOTOR DEVELOPMENT</b>		
Develop stamina and flexibility	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 203 Spring Gallop!</li> </ul>
Demonstrate ability to maintain balance		<ul style="list-style-type: none"> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Can stand and hop on one foot		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> </ul>
Can walk, jog, jump, gallop, and skip		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 203 Spring Gallop!</li> </ul>
Coordinate body movements to perform simple tasks		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 7, Pg. 203 Spring Gallop!</li> </ul>
Control personal speed and directionality		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 7, Pg. 178 Fox In a Box</li> </ul>
Move from one space to another in a variety of ways (running, jumping, hopping, skipping)		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
Move in rhythm to simple tunes and music patterns	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 3, Pg. 367 Animal Beat</li> </ul>
<b>FINE MOTOR DEVELOPMENT</b>		
Demonstrate fine-motor control when performing simple tasks	While interacting with Waterford Early Learning, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 5, Pg. 219 Spider Webs</li> </ul>
Demonstrate eye-hand coordination to perform fine-motor tasks	Daily use of Waterford Early Learning requires children to manipulate a mouse or touch pad and develops hand-eye coordination. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 5, Pg. 219 Spider Webs</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FINE MOTOR DEVELOPMENT</b> <i>continued</i>		
Use pincer control to manipulate objects	The use of Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Writing Capital Letter A</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>
Use a variety of tools to build grasp-and-release skill	While interacting with Waterford Early Learning, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 18 Bone Exploration</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
Demonstrate ability to perform self-help tasks (buttoning, zipping, snapping)		<ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 243 What Should I Wear?</li> </ul>
Draw recognizable pictures and shapes	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Introduction, Pg. 17 Writing Center</li> </ul>
<b>TECHNOLOGY</b>		
Follow oral and visual directions to operate computers, recording devices, and software programs	Children select the Waterford icon to begin their session. While interacting with Waterford Early Learning, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>Unit 1, Pg. 28 SmartStart Orientation</li> </ul>
Demonstrate understanding and use of the parts of a computer	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>Unit 1, Pg. 28 SmartStart Orientation</li> <li>Unit 1, Pg. 132 Erasing Mistakes</li> </ul>

OWL SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>TECHNOLOGY</b> <i>continued</i>		
Use computer software or online sources to learn or create	Children select the Waterford icon to begin their session. While interacting with Waterford Early Learning, children are constantly listening and responding to instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 7, Pg. 216 Digital Program</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Learn new information through interaction with technology	Children select the Waterford icon to begin their session. While interacting with Waterford Early Learning, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>• Unit 1, Pg. 28 SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 7, Pg. 216 Digital Program</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; 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

## BASIC READING

### 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



## SUPPORT

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

## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; 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 Piñata 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)

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?

## PRE-MATH & SCIENCE

### 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

## BASIC MATH & SCIENCE

### 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

## FLUENT MATH & SCIENCE

### 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

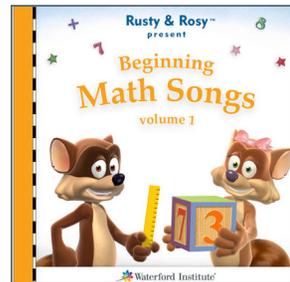
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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-Along Books, Traditional Tales, Sing-Along Songs, Nursery Rhymes

