

# CURRICULUM *Correlation*

*Waterford Early  
Learning:*

*Readiness Sequence*

**100%**

*New Mexico  
Early Learning  
Guidelines:  
Birth through  
Kindergarten*

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# OVERVIEW



*This document provides a detailed correlation of* **WATERFORD EARLY LEARNING: READINESS SEQUENCE** *to* **NEW MEXICO EARLY LEARNING GUIDELINES.**

## WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

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

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



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

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

## EVIDENCE-BASED CURRICULUM

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

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

## STUDENT-CENTERED LEARNING

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

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

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

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

## TEACHER RESOURCES

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

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

## CORRELATION DESCRIPTION

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

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

## CONTINUAL DEVELOPMENT

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



## SUPPORT

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



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 1: PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING</b>		
<b>1. THE CHILD INDEPENDENTLY USES GROSS MOTOR CONTROL, INCLUDING BALANCE, SPATIAL AWARENESS, AND STABILITY.</b>		
1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles, and scooters.		<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Circus School</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 203 Spring Gallop!</li> </ul>
1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., “Duck, Duck, Goose”]).	<ul style="list-style-type: none"> <li>Song: Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
<b>2. THE CHILD INDEPENDENTLY USES FINE MOTOR SKILLS.</b>		
2.1 Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.	The use of Waterford courseware 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 Pencil Grip</li> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 6, Pg. 79 Bath Time</li> </ul>
2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects, and when dressing and undressing.	<ul style="list-style-type: none"> <li>The daily use of a touch pad or mouse develops eye-hand coordination skills.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 18 Skeleton Hands</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 5, Pg. 219 Spider Web</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
2.3 Holds writing tool in pincer grasp to draw, scribble write, and make letter-like shapes and/or letters.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words. <ul style="list-style-type: none"> <li>Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Pencil Grip</li> <li>Unit 2, Pg. 181 Introducing Journals</li> </ul>
<b>3. THE CHILD’S BEHAVIOR DEMONSTRATES HEALTH AND HYGIENE SKILLS.</b>		
3.1 Shows increasing awareness of hygiene in hand-washing, toileting, and/or dental hygiene.	<ul style="list-style-type: none"> <li>Teeth</li> <li>Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Health Experiment</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3. THE CHILD'S BEHAVIOR DEMONSTRATES HEALTH AND HYGIENE SKILLS <i>continued</i>.</b>		
3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> <li>• Dinner Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
<b>4. THE CHILD DEMONSTRATES SAFE BEHAVIORS IN INCREASING NUMBERS OF SITUATIONS.</b>		
4.1 Identifies potentially harmful objects, substances, and behaviors.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Song: Storms</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> <li>• Unit 7, Pg. 231 Water Safety</li> <li>• Unit 1, Pg. 127 Construction Site</li> </ul>
4.2 Increasingly follows classroom, school, and safety rules most of the time.	<p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Song: Storms</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
<b>DOMAIN 2: LITERACY</b>		
<b>5. THE CHILD DEMONSTRATES DEVELOPMENT AND EXPANSION OF LISTENING SKILLS.</b>		
5.1 Listens with understanding to directions and conversations.	While interacting with Waterford courseware , children listen to and follow directions. Waterford's Social Emotional video series models conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 9 Classroom Bear</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> </ul>
5.2 Follows increasingly complex directions.	While interacting with Waterford courseware, children often listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• Unit 4, Pg. 70 Introduce and Count Zero</li> </ul>
5.3 Hears and discriminates the sounds of language in words to develop phonological awareness.	Waterford provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 178 Green Eggs and Ham</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>5. THE CHILD DEMONSTRATES DEVELOPMENT AND EXPANSION OF LISTENING SKILLS <i>continued.</i></b>		
5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.	Waterford provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg., 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 6, Pg. 102 Sailing Ships</li> </ul>
<b>6. THE CHILD COMMUNICATES EXPERIENCES, IDEAS, AND FEELINGS THROUGH SPEAKING.</b>		
6.1 Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.	Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters. <ul style="list-style-type: none"> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul>
6.2 Asks and answers relevant questions.	Question and response conversations within Waterford's Social Emotional videos provide examples for students to ask and answer relevant questions. These videos model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 4, Pg. 69 Aquarium</li> <li>• Unit 6, Pg. 20 May I Help Game</li> <li>• Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
6.3 Engages in conversations that develop a thought or idea.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 3, Pg. 288 My Family</li> </ul>
<b>7. THE CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT READING SKILLS.</b>		
7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 31 Bunny Cakes</li> </ul>



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<b>7. THE CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT READING SKILLS <i>continued</i>.</b>		
7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Predicting</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Find an Answer</li> <li>• Describe Characters</li> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).	<p>All online books and text within the software illustrate left-to right, top-to-bottom, and return sweep. Picture Story activities let students work independently and requires them to turn pages, which allows them to practice and enjoy appropriate reading behaviors .</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
7.4 Progresses in understanding and using concepts of print.	<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>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 7, Pg. 226 Letter Sound /s/</li> </ul>
<b>8. THE CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT WRITING SKILLS.</b>		
8.1 Experiments with a variety of writing tools, materials, and surfaces.	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Color Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 2, Pg. 242 Pet Store</li> <li>• Unit 3, Pg. 331 Thank-you Notes</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>
8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Distinguish Letters</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.	<ul style="list-style-type: none"> <li>• Words in Your World</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Distinguish Letters</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> <li>• Unit 4, Pg. 122 Journal Prompt: My Adventure</li> </ul>



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<b>DOMAIN 3: NUMERACY</b>		
<b>9. THE CHILD UNDERSTANDS NUMBERS, WAYS OF REPRESENTING NUMBERS, AND RELATIONSHIPS BETWEEN QUANTITIES AND NUMERALS.</b>		
9.1 Uses numbers and counting as means for solving problems and determining quantity.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Explain Numbers</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 252 Find One More</li> <li>• Unit 3, Pg. 271 What Comes Next?</li> <li>• Unit 3, Pg. 280 Counting Backwards</li> </ul>
9.2 Uses one-to-one correspondence in counting increasingly higher groups of objects.	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 335 Tortilla, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 148 Practice: Heads or Tails</li> </ul>
9.3 Recognizes some numerals.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Songs</li> <li>• Number Practice</li> <li>• Number Trace (iPad only)</li> <li>• Dot-to-Dot</li> <li>• Picture Puzzle</li> <li>• Shape Puzzle</li> <li>• Moving Target</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Activities</li> </ul>
<b>10. THE CHILD DEMONSTRATES UNDERSTANDING OF GEOMETRICAL AND SPATIAL CONCEPTS.</b>		
10.1 Recognizes, names, describes, compares, and creates familiar shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Geoboard</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 290 Rectangles &amp; Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> </ul>





NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>10. THE CHILD DEMONSTRATES UNDERSTANDING OF GEOMETRICAL AND SPATIAL CONCEPTS <i>continued</i>.</b>		
10.2 Describes and interprets spatial sense and positions.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Top, Beside, and Bottom</li> <li>• Position</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. 260 Bears Above, Below, Next To, On</li> <li>• Unit 5, Pg. 242 Long Lewie: Position Words and Letter Sound /l/</li> </ul>
<b>11. THE CHILD DEMONSTRATES AN UNDERSTANDING OF NONSTANDARD UNITS TO MEASURE AND MAKE COMPARISONS.</b>		
11.1 Compares and uses language relating to time with increasing accuracy.	<ul style="list-style-type: none"> <li>• Song: Sequencing Events</li> <li>• Today</li> <li>• First, Next, and Last</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar: Tomorrow</li> </ul>
11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.	<ul style="list-style-type: none"> <li>• Song: Sequencing Events</li> <li>• First, Next, and Last</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 5 Attendance</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, Last</li> </ul>
11.3 Demonstrates emerging knowledge of measurement.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 6, Pg. 29 Compares Quantities</li> <li>• Unit 6, Pg. 114 Length</li> </ul>
<b>12. THE CHILD DEMONSTRATES THE ABILITY TO INVESTIGATE, ORGANIZE, AND CREATE REPRESENTATIONS.</b>		
12.1 Sorts, classifies, and groups materials by one or more characteristics (sorting).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Logic Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li>• Unit 5, Pg. 174 Invertebrates</li> </ul>
12.2 Collects, organizes, and begins to represent in some way information about self, surroundings, and meaningful experiences.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Come Inside</li> <li>• Squirrel's Sketches</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 4: AESTHETIC CREATIVITY</b>		
<b>13. THE CHILD DEMONSTRATES APPRECIATION FOR THE ARTS (MOVEMENT, MUSIC, VISUAL, AND DRAMATIC).</b>		
13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	<ul style="list-style-type: none"> <li>• Song: Squirrel's Zoo Colors</li> <li>• Color Practice</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Squirrel's Sketches</li> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 33 Dramatic Play: Bunny Cakes</li> <li>• Unit 2, Pg. 175 Dancing With Props</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> </ul>
<b>DOMAIN 5: SCIENTIFIC CONCEPTUAL UNDERSTANDING</b>		
<b>14. THE CHILD USES THE SCIENTIFIC METHOD TO INVESTIGATE THE PHYSICAL AND NATURAL WORLDS AND TO HYPOTHESIZE AND MAKE PREDICTIONS.</b>		
14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 2, Pg. 165 Safe Smelling</li> <li>• Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty</li> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> </ul>
14.2 Asks questions about the physical and natural worlds.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Antoni van Leeuwenhoek</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> </ul>
14.3 Makes predictions and forms hypotheses.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 342/346 The Water Cycle: Part 1 &amp; Part 2</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> </ul>
14.4 Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Weather Tools</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>15. THE CHILD ACQUIRES SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCES.</b>		
<p>15.1 Explores, observes, and describes a variety of living things and distinguishes from nonliving things.</p>	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plant or Animal; Vertebrates; Invertebrates; Fish; Birds</li> <li>• Book: Guess What I Am</li> <li>• Mammals</li> <li>• Reptiles</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Worms</li> <li>• Spiders</li> <li>• 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 4, Pg. 24 What Makes A Mammal?</li> <li>• Unit 5, Pg. 170 Entomology Lab</li> </ul>
<p>15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
<b>16. THE CHILD ACQUIRES SCIENTIFIC KNOWLEDGE RELATED TO EARTH SCIENCE.</b>		
<p>16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.</p>	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Sun Blues; Seasons</li> <li>• Books: I Want to Be a Scientist Like Joanne Simpson; That's What I Like, A Book About Seasons</li> <li>• Weather</li> <li>• Weather Tools</li> <li>• Calendar/Graph Weather</li> <li>• Sun</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</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> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 6: SELF, FAMILY, AND COMMUNITY</b>		
<b>17. THE CHILD EXHIBITS SELF-AWARENESS.</b>		
17.1 Expresses needs and/or stands up for own rights.	<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> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 74 It's Okay to Say No</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>
17.2 Makes choices and expresses likes and dislikes.	<p>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." Waterford's Central Park character, Squirrel, makes choices and expresses likes or dislikes providing students with examples.</p> <ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> </ul>
17.3 Identifies own gender, family, and culture.	<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 Grandma's House</li> <li>• Unit 3, Pg. 358 Families Have Stories</li> </ul>
17.4 Expresses cultural influences from home, neighborhood, and community.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Books: Seeing Fingers; In the Rain; Jose Three; Tortillas, Tortillas; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 My Family</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>18. THE CHILD DEMONSTRATES SELF-CONTROL.</b>		
18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	<p>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."</p>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 5, Pg. 230 Library</li> </ul>
18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.	<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>• Squirrel's Blocks</li> <li>• Baby Wants Berries</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>19. THE CHILD DEMONSTRATES PERSONAL RESPONSIBILITY.</b>		
19.1 Cares for personal and group possessions.	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 the rights and property of others as well as their own. <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 66 Classroom Helpers</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> </ul>
19.2 Begins to accept the consequences of his or her own actions.	<ul style="list-style-type: none"> <li>• Baby’s Blocks</li> <li>• Broken Lamp</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</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>
<b>20. THE CHILD WORKS COOPERATIVELY WITH OTHER CHILDREN AND ADULTS.</b>		
20.1 Plays and interacts with various children sharing experiences and ideas with others.	<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 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 45 My Brain Is Always Growing</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	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>• Baby’s Blocks</li> <li>• Boo Hoo Baby</li> <li>• Baby Wants Berries</li> <li>• Dinner Time</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>21. THE CHILD DEVELOPS RELATIONSHIPS OF MUTUAL TRUST AND RESPECT WITH OTHERS.</b>		
<p>21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.</p>	<p>Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children develop relationships respecting the rights and feelings of others.</p> <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby’s Blocks</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. 13 We’re All Happy</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> </ul>
<p>21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.</p>	<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> </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> <li>• Unit 6, Pg. 10 Please and Thank You</li> </ul>
<p>21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.</p>	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul> <p><b>Classroom Advantage Only</b></p> <ul style="list-style-type: none"> <li>• Books: Seeing Fingers; In the Rain; Jose Three; Tortillas, Tortillas; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>22. THE CHILD DEMONSTRATES KNOWLEDGE OF NEIGHBORHOOD AND COMMUNITY.</b>		
<p>22.1 Identifies, discusses, and dramatizes duties of a variety of common community occupations.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mix-up</li> <li>• Unit 3, Pg. 328 We All Have Jobs</li> <li>• Unit 3, Pg. 345 Which Hat Is Best?</li> <li>• Unit 6, Pg. 69 Post Office</li> </ul>
<p>22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 Classroom Helpers</li> <li>• Unit 2, Pg. 158. This Belongs to a Friend</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 7: APPROACHES TO LEARNING</b>		
<b>23. THE CHILD IS OPEN AND CURIOUS TO LEARN NEW THINGS.</b>		
23.1 Demonstrates eagerness to find out more about other people.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Joanne Simpson; I Want to Be a Scientist Like Antoni van Leeuwenhoek</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 4, Pg. 106 How to Meet New People</li> <li>• Unit 6, Pg. 12 Hi! Notes</li> </ul>
23.2 Shows interest in exploring the environment, learning new things, and trying new experiences.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation</li> <li>• Books: Where in the World Would You Go Today?; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Joanne Simpson; I Want to Be a Scientist Like Antoni van Leeuwenhoek</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 7, Pg. 134 Architect’s Office</li> </ul>
<b>24. THE CHILD TAKES INITIATIVE.</b>		
24.1 Initiates interaction with peers and adults.	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. 96 Friendly Musical Chairs</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 106 How to Meet New People</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
24.2 Develops increasing independence during activities, routines, and play.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> <li>• Squirrel’s Sketches</li> <li>• Baby’s Blocks</li> </ul>	<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 4, Pg. 96 Good Friends Activity: I Try New Things</li> </ul>
<b>25. THE CHILD EXHIBITS IMAGINATION AND CREATIVITY.</b>		
25.1 Tries new ways of doing things.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> </ul>
25.2 Uses imagination to generate a variety of ideas.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 2, Pg. 216 Laundromat</li> <li>• Unit 5, Pg. 134 Dinosaur Dig</li> </ul>



NEW MEXICO GUIDELINES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>25. THE CHILD EXHIBITS IMAGINATION AND CREATIVITY <i>continued.</i></b>		
25.3 Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.	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>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 68 Garage</li> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
<b>26. THE CHILD SHOWS CONFIDENCE.</b>		
26.1 Demonstrates increasing self-confidence through interactions with others.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Clubhouse</li> <li>• Mama’s Melody</li> <li>• Musical Mayhem</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 34 Counting and Attendance</li> <li>• Unit 1, Pg. 127 Construction Site</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
<b>27. THE CHILD DISPLAYS PERSISTENCE AND PURSUES CHALLENGES.</b>		
27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).	Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</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. 52 What Would Pet the Cat Do?</li> </ul>
<b>28. THE CHILD USES PROBLEM-SOLVING SKILLS.</b>		
28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.	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.” These videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 68 Garage</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 3, Pg. 359 Zoo and Animal Sculpture</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>





## READING LEVEL ONE

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## READING LEVEL TWO

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

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

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



## READING LEVEL THREE

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

### Informational Books

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

### Readable Books (Record, Read, Listen) Titles

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

### Sentence Dictation Titles

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

Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



## MATH & SCIENCE LEVEL ONE

### Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### Science Books

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

### Counting Songs

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

## Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## MATH & SCIENCE LEVEL TWO

### Math & Science Books

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

## MATH & SCIENCE LEVEL THREE

### Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair



## ALBUMS

### Beginning Math Songs: Volume 1

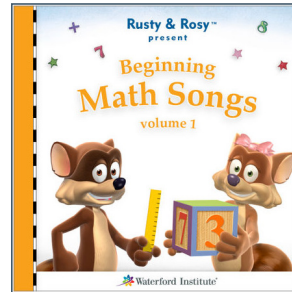
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story



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

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge Comprehension and Vocabulary

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

### Readiness Skills Letters

Naming parts of the body  
First, Next, Last  
One-to-One correspondence  
Opposites  
Look at Details (identify same and different)

### Phonological Awareness Letters

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

## MY BACKPACK APP

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

