

CURRICULUM *Correlation*

*Waterford Early
Learning
PreK Sequence*

100%

*Idaho Early
Learning
Guidelines 2018*

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OVERVIEW



This document provides a detailed correlation of **WATERFORD EARLY LEARNING to IDAHO EARLY LEARNING GUIDELINES 2018.**

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.](#)



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT		
SUB-DOMAIN: LEARNING APPROACHES		
Curiosity, Motivation, Exploration, and Experimentation		
<i>Goal 1: Children show curiosity and interest in learning and experimenting.</i>		
Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation Observe a Simple System Pretend Play 	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 6 Learning Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
Creativity and Inventiveness		
<i>Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.</i>		
Expand personal expression through inventive language and play.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation Observe a Simple System Pretend Play 	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities
Confidence and Initiative		
<i>Goal 3: Children are confident to initiate and complete activities using a variety of approaches.</i>		
Display initiative and confidence interacting in a variety of social and physical settings	<ul style="list-style-type: none"> Pretend Play Clubhouse Marmot Basket Party Time Soup's On! The Picnic Dinner Time 	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 1, Pg. 32 Train My Brain: Determination Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 5, Pg. 246 Good Friends Activity: Library Field Trip Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

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



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Persistence and Attentiveness (Mastery, Motivation, Concentration)		
<i>Goal 4: Children sustain attention to tasks even when faced with challenges and frustration.</i>		
Use trial and error skills and attention for more complex tasks.	<ul style="list-style-type: none"> • Marmot Basket • Perfect Present • Lost and Found 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
<i>Goal 5: Children demonstrate an expanding ability to develop and carry out plans.</i>		
Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.	<ul style="list-style-type: none"> • Perfect Present • Pretend Play • Marmot Basket 	<ul style="list-style-type: none"> • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 121 Problem Solving: Fair Division
Reflection and Interpretation		
<i>Goal 6: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</i>		
Take more risks by extending previous learning to the exploration of new settings, people, and objects.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Observe a Simple System • Magnets • Pretend Play • Lost Dinosaur • Squirrel's Blocks • Musical Mayhem 	<ul style="list-style-type: none"> • Center Activities • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 4, Pg. 106 How to Meet New People • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 7, Pg. 203 Spring Gallop!
<i>Goal 7: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</i>		
Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Soup's On! • Boo Hoo Baby • Lost Keys • Baby's Blocks • Lost Dinosaur • Squirrel's Blocks • Papa's Thumb 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 7, Pg. 249 Friendship



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES		
Reasoning and Logic		
<i>Goal 8: Children demonstrate awareness of cause and effect relationships.</i>		
Are aware of and interested in simple causal relationships. Uses magical thinking.	<ul style="list-style-type: none"> • Science Investigation • Pretend Play • Do I Have To? • Push and Pull • Magnets 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
Concept Formation/Memory		
<i>Goal 9: Children use prior relationships, experiences, and knowledge to expand understanding.</i>		
Connect current behavior and past experience to new situations, relationships, and problem solving.	<ul style="list-style-type: none"> • Squirrel’s Blocks • Lost Dinosaur • Broken Lamp • Baby’s Blocks 	<ul style="list-style-type: none"> • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/ • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 7, Pg. 216 Digital Program
Imitation		
<i>Goal 10: Children show emerging ability to imitate behaviors that they have observed.</i>		
Use imitation as a foundation for symbolic play and sequencing.	<ul style="list-style-type: none"> • Song: Monster Trucks • Pretend Play • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 304 Farmer Mash • Unit 4, Pg. 89 Fish Moves • Unit 6, Pg. 59 Rhythm Stick Sounds
Reasoning and Logic/Problem Solving		
<i>Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</i>		
Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.	<ul style="list-style-type: none"> • Marmot Basket • Pretend Play • Perfect Present • The Picnic 	<ul style="list-style-type: none"> • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 203 Spring Gallop! • Unit 7, Pg. 212 It’s Different, But It’s Good!
<i>Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing.</i>		
Testing ideas about how things work in a variety of social and physical settings.	<ul style="list-style-type: none"> • Science Investigation • Magnets • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 5, Pg. 170 Dramatic Play: Entomology Lab • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reasoning and Logic/Critical and Analytic Thinking		
<i>Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</i>		
Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations.	<ul style="list-style-type: none"> • Song: Same and Different • Let's Compare • Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 7, Pg. 235 Rain Sticks
Representational Thought and Play		
<i>Goal 14: Children participate in exploratory play.</i>		
Explore materials and actions.	<ul style="list-style-type: none"> • Songs: Same and Different; Positioning; Monster Trucks; Get Over the Bugs • Book: Up in the Air • Match • Sort • Patterns • Push and Pull • Materials • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 9 Block Center • Introduction, Pg. 12 Math Center • Introduction, Pg. 16 Science Center • Introduction, Pg. 16 Sensory Table
<i>Goal 15: Children participate in pretend or symbolic play.</i>		
Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.	<ul style="list-style-type: none"> • Pretend Play • Real or Make-believe 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
<i>Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</i>		
Use symbolic expression in arts, communication, and quantity.	<ul style="list-style-type: none"> • Distinguish Letters • Explain Numbers • Match • Baby's Ballet • Mama's Melody • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Dance & Movement Activities • Dramatic Play Activities • Music Activities • Visual Arts Activities



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DOMAIN 2: PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT		
SUB-DOMAIN: MOTOR DEVELOPMENT		
Gross Motor Skills: Balance, Movement, and Coordination		
<i>Goal 17: Children demonstrate strength and coordination of large motor muscles.</i>		
Coordinate whole body to move in complex ways with strength, agility, and balance.		<ul style="list-style-type: none"> • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course
Fine-Motor Skills: Prehension, Reaching, and Manipulation		
<i>Goal 18: Children demonstrate strength and coordination of small motor muscles.</i>		
Use fingers and hands for purposeful tasks.	The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 7, Pg. 141 Tool Workshop
Sensory Motor Skills		
<i>Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</i>		
Coordinate motor activities based on sensory input.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Smell • Taste • Touch • Hearing 	<ul style="list-style-type: none"> • Unit 1, Pg. 117 Jar Symphony • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 5, Pg. 175 Ant Farm Extension • Unit 6, Pg. 18 Listening To My Body
SUB-DOMAIN: PHYSICAL DEVELOPMENT		
Physical Fitness		
<i>Goal 20: Children demonstrate the stamina and energy to participate in daily activities.</i>		
Sustain strength for increased periods of time.		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 199 Dramatic Play: Circus School
<i>Goal 21: Children engage in a variety of physical activities.</i>		
Participate in a variety of age appropriate movement and physical daily activities.		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 238 Surfing the Waves



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SUB-DOMAIN: HEALTH AND PERSONAL CARE		
Daily Living Skills		
<i>Goal 22: Children practice basic personal care routines.</i>		
Initiate and carry out personal care routines, with and without assistance.		<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
<i>Goal 23: Children demonstrate personal health and hygiene skills.</i>		
Demonstrate independence in personal hygiene skills.		<ul style="list-style-type: none"> • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 1, Pg. 16 Snack
SUB-DOMAIN: NUTRITION AND FEEDING		
Nutrition		
<i>Goal 24: Children eat a variety of nutritious foods.</i>		
Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.	<ul style="list-style-type: none"> • Soup's On! • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 212 It's Different, But It's Good! • Unit 7, Pg. 215 Chicka Chicka Boom Boom Snack
SUB-DOMAIN: SAFETY		
Safe Practices		
<i>Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.</i>		
Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 375 Trusted Adults • Unit 6, Pg. 117 Digital Safety
Rules and Regulations		
<i>Goal 26: Children demonstrate awareness and understanding of safety rules.</i>		
Follow safety rules, with and without assistance.		<ul style="list-style-type: none"> • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments • Unit 7, Pg. 231 Water Safety



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DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT		
SUB-DOMAIN: SOCIAL DEVELOPMENT		
Interaction with Adults		
<i>Goal 27: Children trust, interact with, and seek assistance from adults.</i>		
Shows confidence in seeking assistance from familiar adults.	<ul style="list-style-type: none"> • Lost and Found • Where's Papa? • Find Me! • Lost Dinosaur • Squirrel's Blocks • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body
Interaction with Peers		
<i>Goal 28: Children develop friendships with peers.</i>		
Engages in mutual social play that involves cooperation and shared purpose.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Find Me! • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 1, Pg. 88 Let's Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 178 Fox in a Box
<i>Goal 29: Children demonstrate positive negotiation skills.</i>		
Solve problems and communicate ideas with a peer, with adult supervision.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Do I Have To? 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem
Pragmatic Behavior		
<i>Goal 30: Children demonstrate awareness of behavior and its effects on others.</i>		
Anticipate the impact of behaviors on others.	<ul style="list-style-type: none"> • Do I Have to? • It's Not Fair! • The Picnic • Boo Hoo Baby • Broken Lamp • Baby's Blocks • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 186 Journal Prompt: My Good Choice



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<i>Goal 31: Children participate positively in group activities.</i>		
Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Find Me! • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 34 Counting and Attendance • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 5, Pg. 170 Dramatic Play: Entomology Lab
<i>Goal 32: Children demonstrate sympathy and empathy.</i>		
Recognize and respond to another's emotions and situation.	<ul style="list-style-type: none"> • Boo Hoo Baby • Pretend Play • Lost and Found • Baby's Blocks • Papa's Thumb • Noisy Children 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy
<i>Goal 33: Children develop a sense of humor.</i>		
Use novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
Appreciating Diversity		
<i>Goal 34: Children adapt to diverse settings.</i>		
Adjust/transition to new settings and people, with and without adult assistance.	<ul style="list-style-type: none"> • Clubhouse • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 33 Reflection and Dismissal • Unit 1, Pg. 36 Jump Up and Down Transition
<i>Goal 35: Children recognize, appreciate, and respect similarities and differences in people.</i>		
Are curious about why they are different or similar to others.	<ul style="list-style-type: none"> • Books: In the Rain; Seeing Fingers; Noise, What Noise?; Mine 	<ul style="list-style-type: none"> • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 24 Fingerprints: Same or Different? • Unit 7, Pg. 170 Exploring Weight



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SUB-DOMAIN: EMOTIONAL DEVELOPMENT		
Self-Concept		
<i>Goal 36: Children perceive themselves as unique individuals.</i>		
Use strategies to differentiate themselves from others, and to get their needs met.	<ul style="list-style-type: none"> • My Name Is Squirrel • It's Not Fair! • Find Me! • Lost and Found 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Self Efficacy		
<i>Goal 37: Children demonstrate belief in their abilities.</i>		
Develop sense of competence.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Perfect Present • Pretend Play • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 112 I Can Book
Self-Control		
<i>Goal 38: Children regulate their feelings and impulses.</i>		
Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 7, Pg. 178 Fox in a Box
DOMAIN 4: GENERAL KNOWLEDGE		
SUB-DOMAIN: MATHEMATICS AND NUMERACY		
Number Sense and Operations		
<i>Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</i>		
Uses number words and concepts to explore and manipulate quantity, size, and relationships.	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Number Recognition and Sense • Make and Count Groups • Counting Songs • One-to-One Correspondence 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Introduce and Count Number Activities • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 91 Decomposing 10 • Unit 7, Pg. 147 Charting Weight



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement		
<i>Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</i>		
Uses geometric modeling and spatial reasoning according to different dimensions	<ul style="list-style-type: none"> • Songs: Savanna Size; Clock Hands; Measuring Plants • Order Size • Length • Similar Figures • Simple Shapes • Capacity • Tall and Short • Heavy and Light • Tell Time 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
Properties of Ordering		
<i>Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</i>		
Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Train Station Patterns • Book: Buttons, Buttons • Sort • Order Size • Patterns • Simple Shapes • Red, Yellow, and Blue • Color Practice • Make and Count Groups • Counting • Logic Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 340 Sort It Out • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 59 ABC Patterns • Unit 6, Pg. 114 Length
SUB-DOMAIN: SCIENCE		
Scientific Inquiry		
<i>Goal 42: Children observe, describe, and collect information by exploring the world around them.</i>		
Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.	<ul style="list-style-type: none"> • Songs: Same and Different; Savanna Size • Science Investigation • Similar Figures • Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 248 Plant or Animal



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</i>		
Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 86 Fish Investigation • Unit 7, Pg. 244 Weather Report
SUB-DOMAIN: SOCIAL STUDIES		
Social Studies		
<i>Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</i>		
Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.	<ul style="list-style-type: none"> • Book: Mine • My Family • Clubhouse • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 240 I'm Responsible • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
<i>Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</i>		
Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.	<ul style="list-style-type: none"> • Find Me! • Do I Have To? • It's Not Fair! • Dinner Time • The Picnic • Where's Papa • Party Time • Soup's On • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 339 Emergency! • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUB-DOMAIN: CREATIVE ARTS		
Expression and Representation		
<i>Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.</i>		
Uses artistic expression and language to communicate emotions and make meaning of experiences.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches • Papa’s Play 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 11 Dramatic Play Center • Dance and Movement Activities • Drama and Storytelling Activities • Music Activities • Visual Arts Activities
Understanding and Appreciation		
<i>Goal 47: Children demonstrate understanding and appreciation of creative arts.</i>		
Respond to and create symbolic and representation art, music, dance, and dramatic themes.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches • Papa’s Play 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 11 Dramatic Play Center • Dance and Movement Activities • Drama and Storytelling Activities • Music Activities • Visual Arts Activities
DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY		
SUB-DOMAIN: COMMUNICATION		
Listening		
<i>Goal 48: Children demonstrate the meaning of language by listening.</i>		
Understand messages in conversations, directions, music, and stories.	<p>Students continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly.</p> <ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 17 Listening Song • Unit 1, Pg. 49 Cleanup and Review • Unit 6, Pg. 45 My Brain Is Always Growing • Unit 7, Pg. 151 How to Wash My Bear • Unit 7, Pg. 238 Surfing the Waves



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Oral Communication		
<i>Goal 49: Children communicate effectively.</i>		
Use communication with purpose to convey a message.	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"> • Dramatic Play Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 7, Pg. 216 Digital Program
Conventions of Social Communication		
<i>Goal 50: Children comprehend and use conventions of social communication.</i>		
Actively seek and engage in social interactions.	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"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
SUB-DOMAIN: LANGUAGE		
Vocabulary		
<i>Goal 51: Children use receptive vocabulary.</i>		
Use responses that demonstrate an increased knowledge of specific concepts.	Waterford Early Learning provides many activities related to vocabulary acquisition and use. All Read-Along 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 pop-up with the definition and an illustration. <ul style="list-style-type: none"> • Sum Up, Five W’s • Preposition Ship • What is a Sentence? • Vocabulary 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 136 Find Someone Who Has... • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 7, Pg. 150 What Doesn’t Belong?
<i>Goal 52: Children use expressive vocabulary.</i>		
Uses phrases and sentences with functional and descriptive vocabulary.	Waterford Early Learning incorporates a wide variety of functional and descriptive vocabulary. Online books offer engaging content and 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 pop-up with the definition and an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 138 Crunchy and Soggy Snack • Unit 1, Pg. 144 Mixing Potions • Unit 1, Pg. 145 What’s in the Bag? • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Grammar and Syntax		
<i>Goal 53: Children demonstrate progression in grammar and syntax.</i>		
Use basic conventions of grammar and syntax.	Each online book, narrative, and instruction in Waterford Early Learning provides examples of basic conventions of standard English grammar and usage. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
Comprehension		
<i>Goal 54: Children demonstrate comprehension and meaning in language.</i>		
Respond verbally and nonverbally to verbal and gestural communication.	Waterford Early Learning activities include many learning styles as students are encouraged verbally to “Say it with me!” or kinesthetically to “Trace the letter with your finger” or “Clap the syllables you hear.” The engaging graphics provide memorable visual presentations.	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 17 Listening Song • Unit 1, Pg. 22 Name Song • Unit 6, Pg. 45 My Brain Is Always Growing • Unit 6, Pg. 59 Rhythm Stick Sounds • Unit 6, Pg. 85 Storytelling With Instruments • Unit 7, Pg. 208 Program Rehearsal
Expressive/Oral Language		
<i>Goal 55: Children use language for a variety of purposes.</i>		
Follow social conventions to access, gain, and share information.	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"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 3, Pg. 331 Thank-you Notes • Unit 5, Pg. 238 Friends Use Kind Words



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUB-DOMAIN: LITERACY		
Reading		
<i>Goal 56: Children develop phonological awareness.</i>		
Manipulate phonemes to make new words and to rhyme.	<ul style="list-style-type: none"> • Get Started With Sounds • Blending • Blend Every Sound • Blend Individual Phonemes • Where is the Sound? • Barnyard Bash • Circus Clown Climbers • Change One Sound • Rhyming Words song • Rhyme • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/ • Unit 7, Pg. 230 Blending Phonemes: BINGO • Unit 7, Pg. 242 Simon Says Blending
<i>Goal 57: Children demonstrate awareness of letters and symbols.</i>		
Recognize letters as special symbols to represent spoken language.	<ul style="list-style-type: none"> • Distinguish Letters • Print Concepts • Name That Letter • Name That Letter Sound • Letter Sound Songs • Letter Sound • Sound Room • Letter Pictures • Letters Make Words • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words
<i>Goal 58: Children demonstrate awareness of print concepts.</i>		
Know that languages and words can be in written form.	<ul style="list-style-type: none"> • Distinguish Letters • Print Concepts • Letters Make Words • Letter Picture Writing 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 2, Pg. 181 Introducing Journals



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Goal 59: Children demonstrate comprehension of printed materials and oral stories.</i>		
Understands information from oral stories, reading books, and pictures	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
<i>Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.</i>		
Uses books and written materials to gain information and enjoyment.	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Calendar
Writing		
<i>Goal 61: Children demonstrate knowledge and use of letters and symbols.</i>		
Begin to write and draw to communicate language.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
<i>Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.</i>		
Use tools to write and draw with increasing coordination.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
<i>Goal 63: Children use writing for a variety of purposes.</i>		
Make scribbles, pictures, and symbols with meaning.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals • Unit 2, Pg. 242 Dramatic Play: Pet Store



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS		
Dual-Language Acquisition		
<i>Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English.</i>		
<p>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p>	<p>Waterford Early Learning provides Native Language Support. When this feature enabled and the student clicks Repeat, they hear the instructions repeated in their Native Language followed again in English. ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 21 Supporting Dual Language Learners • Story Time Activities • Dramatic Play Activities • Unit 1, Pg. 6 Learning
<p><i>Goal 64 Note:</i> This goal statement only applies to children whose home language is not English. Children must continue to grow and progress in their home language while learning another language. Language in this goal statement refers to the “spoken word” or oral language, communication, and fluency. It does not refer to the written word such as reading or writing</p>		



PRE-READING

Sing a Rhyme Songs & Books

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



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 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?



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

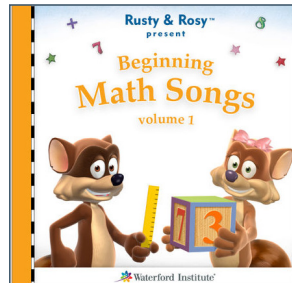
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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-Alongs
Traditional Tales
Sing-Along Songs
Nursery Rhymes

