

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

100%

*Indiana Early
Learning
Foundations
2015*

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OVERVIEW



This document provides a detailed correlation of WATERFORD EARLY LEARNING *to* INDIANA EARLY LEARNING FOUNDATIONS 2015.

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

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

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



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

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

EVIDENCE-BASED CURRICULUM

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

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

STUDENT-CENTERED LEARNING

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

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

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

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

TEACHER RESOURCES

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

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

CORRELATION DESCRIPTION

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

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

CONTINUAL DEVELOPMENT

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



SUPPORT

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



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
ENGLISH/LANGUAGE ARTS FOUNDATIONS 1: COMMUNICATION PROCESS		
ELA1.1 DEMONSTRATE RECEPTIVE COMMUNICATION		
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	<ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • Find Me! • Lost and Found • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When...
Listen to and follow multi-step directions	Children interacting with Waterford Early Learning software are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately. If needed, the software will provide support and visual cues.	<ul style="list-style-type: none"> • Unit 1, Pg. 17 Listening Song • Unit 1, Pg. 43 Reflection and Dismissal • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 4, Pg. 70 Introduce and Count Zero
ELA1.2 DEMONSTRATE EXPRESSIVE COMMUNICATION		
Demonstrate continual growth in increasingly varied and complex vocabulary	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"> • Unit 1, Pg. 44 Getting Acquainted • Unit 4, Pg. 100 Dramatic Play: Pond • Unit 4, Pg. 122 Journal Prompt: My Adventure • Unit 5, Pg. 141 Language: Sentence Board Game
Use complex gestures and actions to communicate	<ul style="list-style-type: none"> • Build Knowledge; Noise? What Noise? 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble
Use complex sentences	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences 	<ul style="list-style-type: none"> • 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
Describe activities, experiences, and stories with expanded detail	<ul style="list-style-type: none"> • Look at Details • Sum Up, Remember Order • Sum Up, Five Ws • What Comes Next? 	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 134 Texture Sort • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Change word tense to indicate time	<ul style="list-style-type: none"> • Sum Up, Remember Order • First, Next, and Last • Verbs 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 51 Fancy Rhyming

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



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA1.3 DEMONSTRATE ABILITY TO ENGAGE IN CONVERSATIONS		
Answer questions posed by adults or peers	Children interacting with Waterford Early Learning software are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 136 Find Someone Who Has... • Unit 7, Pg. 150 What Doesn't Belong?
Ask questions for understanding and clarity	<ul style="list-style-type: none"> • Science Investigation • Find an Answer 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 69 Dramatic Play: Aquarium
Make on-topic comments		<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 6 Listening Rug Rules
Stay on topic in two-way conversation that involves multiple turns		<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 6 Listening Rug Rules
Communicate actively in group activities		<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
ENGLISH/LANGUAGE ARTS FOUNDATION 2: EARLY READING		
ELA2.1: DEMONSTRATE AWARENESS OF THE ALPHABET		
Recognize and identify most uppercase and some lowercase letters	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters • Name That Letter • Hidden Letters • Fast Letter Fun 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
Recognize own name in print	<ul style="list-style-type: none"> • What's Your Name? • Distinguish Letters 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 1, Pg. 74 Name Magnets



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA2.2: DEMONSTRATE PHONOLOGICAL AWARENESS		
Demonstrate basic knowledge of letter-sound correspondence	<ul style="list-style-type: none"> • Sound Songs • Sound Room • Name That Letter Sound • Letter Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
Engage in rhyming games and songs; can complete a familiar rhyme	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination • Unit 4, Pg. 34 Listening Activity: Rhyme Review
Make rhymes to simple words	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 50 Vertebrate Compound Words
Identify, blend, and segment syllables in spoken words with modeling and support	<p>Waterford Reading provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.</p> <ul style="list-style-type: none"> • Syllables • Blending • Blending Riddles • Blending Dragon • Blend Every Sound • Phoneme Segmentation 	<ul style="list-style-type: none"> • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 5, Pg. 202 Circus Syllables
Isolate the initial sound in some words	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Where is the Sound? • One, Two, Three Sounds 	<ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ELA2.3: DEMONSTRATE AWARENESS AND UNDERSTANDING OF CONCEPTS OF PRINT		
Know features of books such as title, author, and illustrator	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities • Introduction, Pg. 13 Reading Center
Understand that print carries meaning	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures • Print Concepts • Look, Listen, and Match • Picture Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message • Unit 1, Pg. 82 Letters Make Words
Track words in a book from left to right, top to bottom, and page to page with adult support	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
ELA2.4: DEMONSTRATE COMPREHENSION		
Respond and interact with stories (fictional and nonfictional)	<ul style="list-style-type: none"> • Connect to Me • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Real and Make-believe 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
Answer questions about a story	<ul style="list-style-type: none"> • Find an Answer • Describe Characters • Compare Characters • What Comes Next? • Sum Up, Remember Order • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
Retell familiar stories	<ul style="list-style-type: none"> • Sum Up, Remember Order • Picture Clues • What Comes Next? • Describe Characters • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Journal Activities



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ENGLISH/LANGUAGE ARTS FOUNDATIONS 3: EARLY WRITING		
ELA3.1: DEMONSTRATE MECHANICS OF WRITING		
Create letter like shapes, symbols, letters, and words with modeling and support	<ul style="list-style-type: none"> • Distinguish Letters • Letters Make Words • Dots, Lines, and Circles • Simple Shapes 	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introducing Journals • Journal Activities • Unit 3, Pg. 331 Thank-you Notes
Copy more complex lines, shapes, and some letters	<ul style="list-style-type: none"> • Distinguish Letters • Letters Make Words • Dots, Lines, and Circles • Simple Shapes 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
Use writing tools	Waterford Reading encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching
ELA3.2: DEMONSTRATE ABILITY TO COMMUNICATE A STORY		
Create writing with the intent of communicating	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Look at Details • Describe Characters 	<ul style="list-style-type: none"> • Journal Activities • Unit 3, Pg. 331 Thank-you Notes • Unit 6, Pg. 90 Thank You Notes for the Storytellers
Dictate a story that demonstrates simple details and narrative structure	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Look at Details • Describe Characters 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 5, Pg. 141 Language: Sentence Board Game
Use letters, symbols, and words to share an idea with someone	<ul style="list-style-type: none"> • Distinguish Letters • Letters Make Words • Dots, Lines, and Circles • Simple Shapes 	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introducing Journals • Journal Activities • Unit 3, Pg. 331 Thank-you Notes
Use writing to label drawings	<ul style="list-style-type: none"> • Distinguish Letters • Letters Make Words • Dots, Lines, and Circles • Simple Shapes • Words Tell About the Picture 	<ul style="list-style-type: none"> • Journal Activities • Unit 3, Pg. 365 Seed Investigation



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS FOUNDATION 1: NUMERACY		
M1.1: DEMONSTRATE STRONG SENSE OF COUNTING		
Count the number sequence 1-20	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Counting Puzzle • Order Numbers 	<ul style="list-style-type: none"> • Unit 4, Pg. 102 Read and Write 6 • Unit 5, Pg. 248 Read and Write 9 • Unit 7, Pg. 217 Introduce and Write Number 14
Count backward from 10	<ul style="list-style-type: none"> • Song: Counting Backward • Count Down 	<ul style="list-style-type: none"> • Unit 3, Pg. 280 Counting Backwards
Recognize the last number name said tells the number of objects counted	<ul style="list-style-type: none"> • Make and Count Groups • Number Recognition and Sense 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Counting and Attendance
Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	<ul style="list-style-type: none"> • Explain Numbers • Number Recognition and Sense • Number Instruction • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 226 Five Frame Match • Unit 5, Pg. 136 Read and Write 7 • Unit 6, Pg. 105 Quantities to 10
Identify, without counting, small quantities of items (14) presented in an irregular or unfamiliar pattern (subitize)	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
M1.2: DEMONSTRATE UNDERSTANDING OF WRITTEN NUMERALS		
Match number symbols with amounts 1-10	<ul style="list-style-type: none"> • Number Songs • Number Books • Explain Numbers • Number Instruction • Number Recognition and Sense • Number Practice • Number Counting • Picture Puzzle • Shape Puzzle • Bug Fun 	<ul style="list-style-type: none"> • Unit 5, Pg. 136 Read and Write 7 • Unit 5, Pg. 220 Read and Write 8



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
M1.2: DEMONSTRATE UNDERSTANDING OF WRITTEN NUMERALS <i>continued</i>		
Name written numerals from 0-10	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction • Number Recognition and Sense • Number Practice • Picture Puzzle • Shape Puzzle • Bug Fun • Moving Target 	<ul style="list-style-type: none"> • Read and Write Activities • Introduce and Count Activities • Unit 2, Pg. 161 Popcorn Number Match
Write numerals 1-10	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction • Number Recognition and Sense • Number Practice • Bug Fun 	<ul style="list-style-type: none"> • Read and Write Activities • Unit 2, Pg. 200 Read, Write, and Exercise 5 • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6
M1.3: RECOGNITION OF NUMBER RELATIONS		
Identify when 2 sets are equal using matching and counting strategies	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 121 Problem Solving: Fair Division
Correctly use the words for position	<ul style="list-style-type: none"> • Song: Monster Trucks • First, Middle, Last • First, Next, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
Compare the values of two numbers from 1 to 10 presented as written numerals	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10
Demonstrate the understanding of the concept of before	<ul style="list-style-type: none"> • Number Chart • Order Numbers • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 3, Pg. 280 Counting Backwards • Unit 7, Pg. 229 Build One Less



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS FOUNDATION 2: COMPUTATION AND ALGEBRAIC THINKING		
M2.1: EXHIBIT UNDERSTANDING OF MATHEMATIC STRUCTURE		
Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou • Book: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Dominoes 	<ul style="list-style-type: none"> • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 231 Decomposing 8 • Unit 6, Pg. 41 Decomposing 9 • Unit 6, Pg. 91 Decomposing 10
M2.2: DEMONSTRATE AWARENESS OF PATTERNING		
Begin to create and extend a new simple pattern	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC • Logic Game 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
Understand sequence of events when clearly explained	<ul style="list-style-type: none"> • First, Next, Last • What Happens Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 24 Schedule
MATHEMATICS FOUNDATION 3: DATA ANALYSIS		
M3.1: DEMONSTRATE UNDERSTANDING OF CLASSIFYING		
Explain simple sorting or classifying strategies	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Size • Logic Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes
Sort a group of objects in multiple ways	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Size • Big and Little • Short and Tall • Heavy and Light • Logic Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
M3.1: DEMONSTRATE UNDERSTANDING OF CLASSIFYING <i>continued</i>		
Create and describe simple graphs	<ul style="list-style-type: none"> • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
MATHEMATICS FOUNDATION 4: GEOMETRY		
M4.1: UNDERSTANDING OF SPATIAL RELATIONSHIPS		
Complete lined tangram or pattern block puzzles using basic shapes	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Tangrams • Geoboard 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center
Use position terms such as above, below, beside, and between	<ul style="list-style-type: none"> • Song: Positioning • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
M4.2: EXHIBIT ABILITY TO IDENTIFY, DESCRIBE, ANALYZE, COMPARE, AND CREATE SHAPES.		
Use the attributes of shapes to distinguish between shapes	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Space Shapes • Solid Shapes • Geoboard 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 360 Fancy Shapes
Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Space Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS FOUNDATION 5: MEASUREMENT		
M5.1: UNDERSTAND CONCEPT OF TIME		
Know daily concepts of earlier and later, morning and afternoon	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow • Tell Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 24 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today
M5.2: UNDERSTAND MEASUREMENT THROUGH DESCRIPTION AND COMPARISON		
Directly compare and describe two or more objects with a measurable attribute	<ul style="list-style-type: none"> • Match • Size • Tall and Short • Heavy and Light • Big and Little • Capacity 	<ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 296 We Are All Growing • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 114 Length
Measure length and volume (capacity) using non-standard measurement tools	<ul style="list-style-type: none"> • Length • Capacity 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
SCIENCE FOUNDATION 1: PHYSICAL SCIENCE		
SC1.1: DEMONSTRATE ABILITY TO EXPLORE OBJECTS IN THE PHYSICAL WORLD		
Use senses to describe concepts of weight, motion, and force	<ul style="list-style-type: none"> • Songs: Five Senses; Push and Pull • Books: I Wish I Had Ears Like a Bat; Mr. Mario's Neighborhood • Sight • Touch • Hearing • Push and Pull • Heavy and Light 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 367 Animal Beat • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight
Ask questions and draw conclusions about physical properties and the physical world	<ul style="list-style-type: none"> • Song: Corners and Sides • 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 • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 337 Exploring Water • Unit 4, Pg. 19 Stack, Slide, Roll



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC1.2: DEMONSTRATE AWARENESS OF THE PHYSICAL PROPERTIES OF OBJECTS		
Identify materials that make up objects	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center
Use evidence from investigations to describe observable properties of objects	<ul style="list-style-type: none"> • Science Investigation • Big and Little • Short and Tall • Heavy and Light 	<ul style="list-style-type: none"> • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 176 Smell Survey • Unit 7, Pg. 147 Charting Weight
Sort objects into categories based on physical attributes and explain reasoning	<ul style="list-style-type: none"> • Science Investigation • Big and Little • Short and Tall • Heavy and Light • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 248 Plant or Animal • Unit 4, Pg. 18 Bone Exploration • Unit 5, Pg. 174 Invertebrates
SCIENCE FOUNDATION 2: EARTH AND SPACE SCIENCE		
SC2.1: RECOGNIZE THE CHARACTERISTICS OF EARTH AND SKY		
Describe how shadows change through the day	<ul style="list-style-type: none"> • Sun 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater
Describe typical day and night activities	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Clouds • Constellations 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites
Classify various earth materials	<ul style="list-style-type: none"> • Sort • Materials • Rocks 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center
Describe how the Earth's surface is made up of different materials	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like George Washington Carver • Science Investigation • Ecosystems 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From?



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC2.2: RECOGNIZE SEASONAL AND WEATHER RELATED CHANGES		
Communicate awareness of seasonal changes	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Summer • Spring • Winter • Fall 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
Describe how weather changes	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Summer • Spring • Winter • Fall 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
SCIENCE FOUNDATION 3: LIFE SCIENCE		
SC3.1: DEMONSTRATE AWARENESS OF LIFE		
Differentiate animals from plants	<ul style="list-style-type: none"> • Song: Plant or Animal • Plant or Animal • Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things
Discriminate between living organisms and non-living objects	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow • Unit 3, Pg. 296 We Are All Growing
Ask questions and conduct investigations to understand life science	<ul style="list-style-type: none"> • Science Investigation • Living or Nonliving • Plant or Animal • Sun • Water • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 86 Fish Investigation
Identify and describe the function of body parts	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Touch • Hearing • Taste • Smell • Bug Bits 	<ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENCE FOUNDATION 4: ENGINEERING		
SC4.1: DEMONSTRATE ENGINEERING DESIGN SKILLS		
Select materials and implement a designated plan	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Materials 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation
Evaluate and communicate solution outcomes	<ul style="list-style-type: none"> • 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 • Science Investigation 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 2, Pg. 225 Where Are We
Use classroom objects to create simple machines to enhance play	<ul style="list-style-type: none"> • Push and Pull • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center
SCIENCE FOUNDATION 5: SCIENTIFIC INQUIRY AND METHOD		
SC5.1: DEMONSTRATE SCIENTIFIC CURIOSITY		
Discuss ways that people can affect the environment in positive and negative ways	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation; I Am Part of All I See • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 349 Where Does Our Water Come From?
Independently use simple tools to conduct an investigation to increase understanding	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 5, Pg. 175 Ant Farm Extension • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 244 Weather Report
Engage in a scientific experiment with peers	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Communicate results of an investigation	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL EMOTIONAL FOUNDATION 1: SENSE OF SELF		
SE1.1: DEMONSTRATE SELF AWARENESS AND CONFIDENCE		
Identify self as a unique member of a group that fits into a larger world picture	<ul style="list-style-type: none"> • Come Inside • My Family • Soup's On 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
Show confidence in a range of abilities and the capacity to take on and accomplish new tasks	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Party Time • Squirrel's Blocks • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 132 Erasing Mistakes
Show independence in own choices	<ul style="list-style-type: none"> • Perfect Present • Squirrel Sketches • Party Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Center Activities • Unit 1, Pg. 110 Plan, Do, Review
SE1.2: DEMONSTRATE IDENTIFICATION AND EXPRESSION OF EMOTIONS		
Identify own emotions and the emotions of others	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Boo Hoo Baby • Musical Mayhem • Papa's Thumb • Lost Dinosaur • Squirrel's Blocks 	<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 • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes
Express and accurately respond to emotions of self and others	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Boo Hoo Baby • Musical Mayhem • Baby's Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel...
Predict reactions from others	<ul style="list-style-type: none"> • Clubhouse • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 13 We're All Happy • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
Effectively use sentences and actions to express feelings	<ul style="list-style-type: none"> • It's Not Fair! • Lost and Found • Where's Papa? 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 26 Journal Prompt: I feel...



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL EMOTIONAL FOUNDATION 2: SELF-REGULATION		
SE2.1: DEMONSTRATE SELF CONTROL		
Manage transitions and adapt to changes in schedules, routines, and situations independently	<ul style="list-style-type: none"> • Do I Have To? • Soup's On 	<ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Introduction, Pg. 26 Transitions • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 39 Quiet Time
Regulate own emotions and behaviors with others with adult support when needed	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Squirrel's Blocks 	<ul style="list-style-type: none"> • 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 4, Pg. 88 Journal Prompt: I Took Turns When...
Regulate a range of impulses	Waterford's Social Emotional series "I Can Calm Down" encourages children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
SOCIAL EMOTIONAL FOUNDATION 3: CONFLICT RESOLUTION		
SE3.1: DEMONSTRATE CONFLICT RESOLUTION		
Independently initiate conflict resolution strategies with peers and seek adult support when necessary	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"> • Boo Hoo Baby • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 107 How to Solve a Problem
SOCIAL EMOTIONAL FOUNDATION 4: BUILDING RELATIONSHIPS		
SE4.1: DEMONSTRATE RELATIONSHIP SKILLS		
Show affection to familiar adults and peers using more complex words and actions	<ul style="list-style-type: none"> • My Family • Where's Papa • Find Me! 	<ul style="list-style-type: none"> • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Accept compromises when suggested by a peer or adult	<ul style="list-style-type: none"> • Do I Have To? • Soup's On 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 6, Pg. 20 May I Help Game
Gauge response based on the facial expressions of others	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Do I Have To? 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SE4.1: DEMONSTRATE RELATIONSHIP SKILLS <i>continued</i>		
Maintain consistent friendships	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Unit 4, Pg. 84 Working Together • Unit 7, Pg. 249 Friendship
Engage in cooperative play experiences for sustained periods of time	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 34 Counting and Attendance • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 7, Pg. 242 Simon Says Blending • Unit 7, Pg. 249 Friendship
SOCIAL STUDIES FOUNDATION 1: SELF		
SS1.1: DEMONSTRATE DEVELOPMENT OF SELF		
Participate in and describe local, state, and national events and celebrations if observed		<ul style="list-style-type: none"> • Unit 6, Pg. 48 Flag On The Moon
Identify/honor key people in history	<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 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 6, Pg. 48 Flag On The Moon
Assimilate family, community, and cultural cooperative play	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> • Songs: Sing Around the World; Wake Up; The Zulu Warrior; Tortillas, Tortillas • Pretend Play • My Family • Come Inside • Clubhouse 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 89 Storytelling Festival
Build awareness, respect, and acceptance for differences in people and acknowledge connections	<ul style="list-style-type: none"> • Songs: Sing Around the World; I Am Part of All I See • In the Rain • Seeing Fingers • Noise, What Noise? 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL STUDIES FOUNDATION 2: HISTORY AND EVENTS		
SS2.1: DEMONSTRATE AWARENESS OF CHRONOLOGICAL THINKING		
Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	<ul style="list-style-type: none"> • Song: Clock Hands • Days of the Week • Today • Yesterday/Tomorrow • Tell Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 36 Schedule • Unit 1, Pg. 45 Calendar: Yesterday and Today
Begin to understand how time is measured	<ul style="list-style-type: none"> • Song: Clock Hands • Days of the Week • Today • Yesterday/Tomorrow • Tell Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Calendar
SS2.2: DEMONSTRATE AWARENESS OF HISTORICAL KNOWLEDGE		
Demonstrate the awareness of change over time	<ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 118 Raising Tadpoles • Unit 7, Pg. 225 I Am Ready for Kindergarten
SS2.3: DEMONSTRATE AWARENESS OF THE FOUNDATIONS OF GOVERNMENT		
Identify leaders and community helpers at home, school, and in environments		<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 328 We All Have Jobs • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 345 Which Hat Is Best?
Identify symbolic objects and pictures of local, state, and/or national symbols	Sing Around the World songs begin by stating the name of the country represented, it’s location on the map, and the country’s flag.	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 6, Pg. 48 Flag On The Moon
SS2.4: DEMONSTRATE AWARENESS OF THE FUNCTIONS OF GOVERNMENT		
Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	<ul style="list-style-type: none"> • Soup’s On • Do I Have To? 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL STUDIES FOUNDATION 3: GEOGRAPHY		
SS3.1: DEMONSTRATE AWARENESS OF THE WORLD IN SPATIAL TERMS		
Develop concepts and describe location, directionality, and spatial relationships	<ul style="list-style-type: none"> • Songs: Positioning; Monster Trucks • Books: Up in the Air; Where in the World Would You Go Today? • Top, Beside, and Bottom • First, Next, and Last • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Inside, Outside, Between • Over, Under, Above, Below • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 225 Where We Are • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
Engage in play where one item represents another	<ul style="list-style-type: none"> • Pretend Play • Soup's On! • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 198 Program Decorations
SS3.2: DEMONSTRATE AWARENESS OF PLACES AND REGIONS		
Use words to describe natural and man-made features of locations	<ul style="list-style-type: none"> • Song: Four Ecosystems • Rainforests • Mountains • Deserts • Oceans 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 5, Pg. 330 Dramatic Play: Library
Become familiar with information about where they live and understand what an address is		<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
SS3.3: DEMONSTRATE AWARENESS OF ENVIRONMENT AND SOCIETY		
Begin to describe the reciprocal relationship between humans and the environment	<ul style="list-style-type: none"> • Songs: Food From Plants; Pollution Rap • Books: Follow the Apples!; Mela's Water Pot • Food From Plants • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 373 Farm to Table



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SOCIAL STUDIES FOUNDATION 4: ECONOMICS		
SS4.1: DEMONSTRATE AWARENESS OF ECONOMICS		
Begin to understand the purpose of money and concepts of buying and selling through play	<ul style="list-style-type: none"> • Song: Save Your Pennies • Book: Bugs For Sale • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Develop an awareness that people work for money in order to provide for basic needs	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 3, Pg. 328 We All Have Jobs
Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	<ul style="list-style-type: none"> • Book: Follow the Apples! 	<ul style="list-style-type: none"> • Unit 3, Pg.330 Dramatic Play: Fire Station • Unit 3, Pg. 345 Which Hat Is Best? • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
Act out adult social roles and occupations	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
SOCIAL STUDIES FOUNDATION 5: CITIZENSHIP		
SS5.1: DEMONSTRATE AWARENESS OF CITIZENSHIP		
Demonstrate willingness to work together to accomplish tasks	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Soup's On 	<ul style="list-style-type: none"> • Unit 1 Pg. 34 Counting and Attendance • Unit 4, Pg. 84 Working Together
Identify simple tasks within the home, early childhood setting, or community	<ul style="list-style-type: none"> • Soup's On • Do I Have To? • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 232 Wash the Tables! • Unit 5, Pg. 214 Set the Table, Please
Provide leadership in completing daily tasks		<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 232 Wash the Tables! • Unit 2, Pg. 240 I'm Responsible
Demonstrate an understanding of the outcome of a vote		<ul style="list-style-type: none"> • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 6, Pg. 48 Flag On The Moon



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE ARTS FOUNDATION 1: MUSIC		
CA1.1: DEMONSTRATE CREATIVE MUSIC EXPRESSION		
Respond to changes heard in music	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program. <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World songs • ABC Songs • Sound Songs • Vowel Songs 	<ul style="list-style-type: none"> • Music Activities • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 59 Rhythm Stick Sounds • Unit 7, Pg. 187 Pathways in Space
Use familiar rhymes, songs, chants, and musical instruments to express creativity	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World songs • ABC Songs • Sound Songs • Vowel Songs 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 6, Pg. 85 Storytelling With Instruments
Sing songs that use the voice in a variety of ways	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World songs • ABC Songs • Sound Songs • Vowel Songs 	<ul style="list-style-type: none"> • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 287 Sun Safe Song
Respond to rhythmic patterns in music	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World songs • ABC Songs • Sound Songs • Vowel Songs 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 4, Pg. 27 Mammal Rhythm • Unit 6, Pg. 59 Rhythm Stick Sounds
Describe feelings and reactions in response to diverse musical genres and styles	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World songs • ABC Songs • Sound Songs • Vowel Songs 	<ul style="list-style-type: none"> • Unit 3, Pg. 367 Animal Beat • Unit 5, Pg. 188 Insect Walking Sounds



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE ARTS FOUNDATION 2: DANCE		
CA2.1: DEMONSTRATE CREATIVE MOVEMENT EXPRESSION		
Convey ideas and emotions through creative movement expression (with or without music)	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Dance and Movement Activities
Purposefully select movements that communicate ideas, thoughts, and feelings	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Dance and Movement Activities
CREATIVE ARTS FOUNDATION 3: VISUAL ARTS		
CA3.1: DEMONSTRATE CREATIVE EXPRESSION THROUGH THE VISUAL ART PROCESS		
Identify and use colors, lines, and shapes found in the environment and in works of art	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides Books: The Shape of Things; Imagination Shapes World Shapes Shapes Simple Shapes Space Shapes 	<ul style="list-style-type: none"> Unit 3, Pg. 363 Fire Painting Unit 3, Pg. 370 Shades of Paint Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites Unit 7, Pg. 139 Painting My Feelings
CA3.2: DEMONSTRATE CREATIVE EXPRESSION THROUGH VISUAL ART PRODUCTION		
Progress in ability to create drawings, models, and other art using a variety of materials	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center Unit 5, Pg. 205 Build a Spider
Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	<ul style="list-style-type: none"> Perfect Present 	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
CA3.3: DEMONSTRATE CREATIVE EXPRESSION THROUGH ART APPRECIATION		
Observe and discuss art forms		<ul style="list-style-type: none"> Visual Arts Activities Unit 2, Pg. 247 Clay Portraits Unit 7, Pg. 139 Painting My Feelings
Reflect on differences and preferences when encounters artwork		<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 7, Pg. 154 Gallery Talk
Share ideas about personal creative work		<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center Unit 7, Pg. 139 Painting My Feelings



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE ARTS FOUNDATION 4: DRAMATIC PLAY		
CA4.1: DEMONSTRATE CREATIVE EXPRESSION THROUGH DRAMATIC PLAY		
Engage in associative and cooperative play	<ul style="list-style-type: none"> • Pretend Play • Find Me! • Where's Papa? • Clubhouse • Marmot Basket • Papa's Play 	<ul style="list-style-type: none"> • 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?
Role-play imaginary events and characters	<ul style="list-style-type: none"> • Pretend Play • Where's Papa? • Clubhouse • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency!
Participate freely in dramatic play experiences that become of increased duration and complexity	<ul style="list-style-type: none"> • Pretend Play • Where's Papa? • Clubhouse • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
PHYSICAL HEALTH AND GROWTH FOUNDATION 1: HEALTH AND WELL-BEING		
PHG1.1: DEMONSTRATE DEVELOPMENT OF HEALTHY PRACTICES		
Demonstrate health and hygiene-related behaviors with minimal prompting	<ul style="list-style-type: none"> • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 1, Pg. 16 Snack • Unit 7, Pg. 174 Taking Care of My Teeth
Communicate practices that promote healthy living and prevent illness for self and family members	<ul style="list-style-type: none"> • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 7, Pg. 205 Healthy Eating
Engage in sociodramatic play to demonstrate the roles of medical professionals	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 4, Pg. 6 Dramatic Play: Radiologist's Office • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
PHG1.2: DEMONSTRATE DEVELOPMENT OF SAFETY PRACTICES		
Demonstrate basic safety knowledge	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 2, Pg. 165 Safe Smelling • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 231 Water Safety
Participate, with adult support, to develop safety rules for an activity		<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHG1.3: DEMONSTRATE DEVELOPMENT OF NUTRITION AWARENESS		
Respond to physical cues when hungry, full or thirsty		<ul style="list-style-type: none"> • Snack Time • Lunch Time
Communicate about variety and amount of foods needed to be healthy	<ul style="list-style-type: none"> • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
Name food and beverages that help to build healthy bodies	<ul style="list-style-type: none"> • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
Independently feeds self using utensils		<ul style="list-style-type: none"> • Unit 1, Pg. 16 Snack • Unit 1, Pg. 40 Snack • Unit 5, Pg. 214 Set the Table, Please
PHYSICAL HEALTH AND GROWTH FOUNDATION 2: SENSES		
PHG2.1: DEMONSTRATE HOW THE FIVE SENSES SUPPORT PROCESSING INFORMATION		
Take things apart and invent new structures using the parts	<ul style="list-style-type: none"> • Pretend Play • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Introduction, Pg. 16 Sensory Table • Unit 3, Pg. 368 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
PHG2.2: DEMONSTRATE DEVELOPMENT OF BODY AWARENESS		
Identify and describe function of body parts	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Body Parts • Parts of the Face • Sight • Taste • Touch • Hearing • Smell 	<ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 45 My Brain is Always Growing
Demonstrate awareness of own body in relation to other people and objects through play activities	<ul style="list-style-type: none"> • Song: Monster Trucks • First, Middle, Last • First, Next, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 2, Pg. 225 Where We Are • Unit 7, Pg. 187 Pathways In Space



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHG2.2: DEMONSTRATE DEVELOPMENT OF BODY AWARENESS <i>continued</i>		
Participate in structured and unstructured active physical play exhibiting strength and stamina	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Dance and Movement Activities
Demonstrate basic understanding that physical activity helps the body grow and be healthy	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest 	<ul style="list-style-type: none"> Unit 6, Pg. 7 Dramatic Play: Gym Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile
PHYSICAL HEALTH AND GROWTH FOUNDATION 3: MOTOR SKILLS		
PHG3.1: DEMONSTRATE DEVELOPMENT OF FINE AND GROSS MOTOR SKILLS		
Perform fine-motor tasks that require small-muscle strength and control	The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 2, Pg. 254 Polly Put the Kettle On Unit 3, Pg. 314 Cutting Shapes Unit 7, Pg. 141 Tool Workshop
Demonstrate coordination and balance in a variety of activities		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 202 Circus School Unit 7, Pg. 238 Surfing the Waves
Coordinate movements to perform a complex task	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> Unit 5, Pg. 202 Circus School Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 122 Obstacle Course
PHYSICAL HEALTH AND GROWTH FOUNDATION 4: PERSONAL CARE		
PHG4.1: DEMONSTRATE INCREASED INDEPENDENCE IN PERSONAL CARE ROUTINES		
Attend to personal body care practices with minimal adult support		<ul style="list-style-type: none"> Unit 1, Pg. 15 Wash Hands and Use Bathroom Unit 6, Pg. 79 Bath Time Unit 7, Pg. 174 Taking Care of My Teeth Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!
Independently dress and undress self		<ul style="list-style-type: none"> Unit 6, Pg. 79 Bath Time Unit 6, Pg. 108 Exercise Makes Me Better Unit 7, Pg. 243 What Should I Wear?
Independently attend to toileting needs		<ul style="list-style-type: none"> Introduction, Pg. 27 Toileting Unit 1, Pg. 15 Wash Hands and Use Bathroom



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APPROACHES TO PLAY AND LEARNING FOUNDATION 1: INITIATIVE AND EXPLORATION		
APL1.1: DEMONSTRATE INITIATIVE AND SELF-DIRECTION		
Take initiative to learn new concepts and try new experiences	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 7, Pg. 203 Spring Gallop! Unit 7, Pg. 212 It's Different, But It's Good!
Seek and gather new information to plan for projects and activities	<ul style="list-style-type: none"> Perfect Present 	<ul style="list-style-type: none"> Unit 1, Pg. 110 Plan, Do, Review Unit 2, Pg. 216 Dramatic Play: Laundromat Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig
APL1.2: DEMONSTRATE INTEREST AND CURIOSITY AS A LEARNER		
Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	<ul style="list-style-type: none"> 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 Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 3, Pg. 350 Friday Story: The Perfect Square Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
Communicate a desire to learn new concepts or ideas	<ul style="list-style-type: none"> 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 Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
Exhibit willingness to try new experiences	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 212 It's Different, But It's Good!
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Observe a Simple System 	<ul style="list-style-type: none"> Introduction, Pg. 16 Sensory Table Unit 1, Pg. 38 Eric Carle Paintings Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 3, Pg. 304 Farmer Mash
APPROACHES TO PLAY AND LEARNING FOUNDATION 2: FLEXIBLE THINKING		
APL2.1: DEMONSTRATE DEVELOPMENT OF FLEXIBLE THINKING SKILLS DURING PLAY		
Demonstrate inventiveness, imagination, and creativity to solve a problem	<ul style="list-style-type: none"> Perfect Present Musical Mayhem Clubhouse Marmot Basket 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 6, Pg. 99 Good Friends Activity: I'm A Problem Solver Unit 6, Pg. 107 How to Solve a Problem
Develop recovery skills from setbacks and differences in opinion in a group setting		<ul style="list-style-type: none"> Unit 1, Pg. 112 Elephant Invitations Unit 4, Pg. 74 It's Okay to Say No Unit 6, Pg., 20 May I Help Game



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APPROACHES TO PLAY AND LEARNING FOUNDATION 3: ATTENTIVENESS AND PERSISTENCE		
APL3.1: DEMONSTRATE DEVELOPMENT OF SUSTAINED ATTENTION AND PERSISTENCE		
Independently attend to a book from beginning to end	Online books within Waterford Early Learning illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Narrators modeling inflection and fluency, as the text is highlighted, keep the student's attention.	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center
Focus on an activity with deliberate concentration despite distractions and/or temptations	While interacting with Waterford Early Learning, children listen to and follow multi-step directions. Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> • Unit 1, Pg. 59 Story Time Activity • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention • Center Activities • Story Time Activities
Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes • Unit 4, Pg. 52 What Would Pete the Cat Do?
Persist in trying to complete a task after previous attempts have failed	Children build persistence in Waterford Early Learning with ongoing support and encouragement.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
APPROACHES TO PLAY AND LEARNING FOUNDATION 4: SOCIAL INTERACTIONS		
APL4.1: DEMONSTRATE DEVELOPMENT OF SOCIAL INTERACTIONS DURING PLAY		
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Demonstrate cooperative behavior in interactions with others	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play • Find Me! 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals
Begin to accept and share leadership	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 7, Pg. 242 Simon Says Blending



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

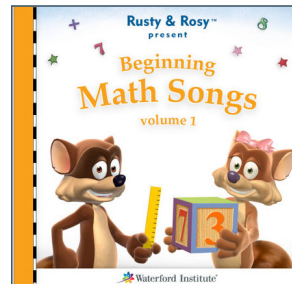
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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

