

CURRICULUM *Correlation*

*Waterford Early
Learning:
PreK Sequence
and Classroom
Advantage*

100%

*Wyoming Early
Learning
Foundations
2013 Standards*

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1. APPROACHES TO LEARNING		
Initiative and Curiosity: An interest in varied activities, a desire to learn, creativeness, and independence in learning.		
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.	<ul style="list-style-type: none"> • Perfect Present • Pretend Play 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 3, Pg. 350 Friday Story: The Perfect Square
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Science Investigation • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 203 Spring Gallop!
Asks questions and seeks new information.	<ul style="list-style-type: none"> • Science Investigation • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.).	<ul style="list-style-type: none"> • Science Investigation • Informational Books (See titles at end of document.) • Pretend Play • Perfect Present • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 7, Pg. 233 Precipitation
Persistence and Attention: The ability to begin and finish activities with attention and persistence.		
When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time.	Engaging activities in Waterford hold children’s attention and build persistence by allowing them to select on “repeat” to hear instructions again and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities
Sets goals, develops and follows through on plans.	Children follow plans independently as they progress through the Waterford sequence of activities.	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 110 Plan, Do, Review
Resists distractions, maintains attention, and continues the task at hand through frustrations and distractions.	Engaging activities in Waterford hold children’s attention and build persistence by providing visual clues when children need extra assistance to finish a task. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Cooperation: An interest and engagement in group experiences.		
Plans, initiates, and completes learning activities with peers.	<ul style="list-style-type: none"> You Be the Teacher Pretend Play 	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities
Joins in cooperative play with others and invites others to play.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> Dramatic Play Activities Unit 1, Pg. 88 Let's Play Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Models or teaches peers.	<ul style="list-style-type: none"> You be the Teacher Pretend Play 	<ul style="list-style-type: none"> Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom
Helps, shares, and cooperates in a group.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 4, Pg. 84 Working Together Unit 5, Pg. 197 Good Friends Activity: I'm a Helper Unit 5, Pg. 218 Journal Prompt: I Helped When...
2. CREATIVE ARTS EXPRESSION		
Music: The use of voice and instruments to create sounds.		
Participates in music activities, such as listening, singing, or performing.	<p>Music is an integral part of Waterford, including songs specific to learning objectives, as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Mama's Melody Baby's Ballet 	<ul style="list-style-type: none"> Music Activities Unit 1, Pg. 26 Singing the Alphabet Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Experiments with musical instruments.		<ul style="list-style-type: none"> Music Activities Unit 1, Pg. 98 Dramatic Play: Music Shop
Creative Movement and Dance: The use of the body to move to music and express oneself.		
Expresses what is felt and heard in various musical tempos and styles.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 2, Pg. 175 Dancing with Props Unit 5, Pg. 183 Flight of the Bumblebee
Moves to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Unit 1, Pg. 120 Listen to the Beat Unit 3, Pg. 367 Animal Beat
Uses creative movement to express concepts, ideas, or feelings.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Dance and Movement Activities

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Visual Arts: The use of a range of media and materials to create drawings, pictures, or other objects.		
Uses different materials and techniques to make art creations.	Waterford encourages everyone to keep writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Visual Arts Activities Introduction, Pg. 8 Art Center
Creates artistic work that reflects thoughts, feelings, experiences, or knowledge.	Waterford encourages everyone to keep writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Squirrel's Sketches 	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, Pg. 8 Art Center
Discusses one's artistic creations and those of others.	<ul style="list-style-type: none"> • Song: Colors, Colors • Squirrel's Sketches 	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, Pg. 8 Art Center • Unit 7, Pg. 146 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
Drama: The portrayal of event, characters, or stories through acting or puppets, using props and language.		
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	<ul style="list-style-type: none"> • Papa's Play • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	<ul style="list-style-type: none"> • Papa's Play • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center
3. LANGUAGE DEVELOPMENT		
Receptive Language: The ability to understand or comprehend language.		
Responds to language during conversations, songs, stories, or other learning experiences.	Students continually follow instructions in order to complete activities that are interactive, requiring the student to listen carefully and respond promptly.	<ul style="list-style-type: none"> • Unit 1, Pg. 17 Listening Song • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 44 Getting Acquainted • Unit 6, Pg. 59 Rhythm Stick Sounds
Follows one- and two-step directions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately, often following one- and two-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 4, Pg. 70 Introduce and Count Zero • Unit 6, Pg. 107 How to Solve a Problem

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Receptive Language: The ability to understand or comprehend language <i>continued</i>.		
Comprehends increasingly complex and varied vocabulary.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When a bold-faced word is selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 54 Morning Meeting • Unit 2, Pg. 221 Over, Under, Through • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
Comprehends different forms of language, such as questions or exclamations.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientist's Do? • Unit 1, Pg. 136 Find Someone Who Has... • Unit 7, Pg. 150 What Doesn't Belong?
Expressive Language: The ability to use one or more languages to communicate.		
Engages in communication and conversation with peers and adults.	Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please
Uses increasingly complex and varied vocabulary to express ideas and needs.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When a bold-faced word is selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Unit 5, Pg. 173 Asking for Help • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 6, Pg. 38 Dramatic Play: To the Moon!
Uses different forms of language such as questions, comments, or explanations.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 150 What Doesn't Belong?
Asks and answers questions in order to seek help, get information, or clarify something that is not understood.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 186 Journal Prompt: I Got Help When...

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Expressive Language: The ability to use one or more languages to communicate <i>continued</i>.		
With guidance and support, uses the conventions of Standard English grammar when speaking.	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar with appropriate conversation rules as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. • Song: What is a Sentence?	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners
Engages in storytelling by asking and answering questions about key details and requesting clarification.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Look at Details • What Comes Next? • Build Knowledge 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 89 Storytelling Festival
Identifies and applies meanings for familiar words.	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 151 Dinosaur Stomp • Unit 1, Pg. 82 Letters Make Words
Identifies real-life connections between words and their use.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When a bold-faced word is selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/
4. LITERACY KNOWLEDGE AND SKILLS		
Early Learning Foundations Corresponding to Common Core State Standards English Language Arts (CCSS.ELA.)		
Book Appreciation and Knowledge: The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts.		
Shows an interest in shared reading experiences and looking at books independently.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Book Appreciation and Knowledge: The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts <i>continued</i>.		
Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author, and illustrator.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Asks and answers questions and makes comments about printed materials.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why
Shows interest in different kinds of literature--fiction, non-fiction, informational text, poetry--on a range of topics.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
Retells stories or information from books through conversation, artistic works, creative movement, or drama.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture
Relates content to real-life experience.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/
Makes connections between illustrations and text.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Story 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center

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Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).		
Recognizes print in everyday life, such as numbers, letters, the child’s name, words, and familiar logos and signs.	<ul style="list-style-type: none"> • Explain Numbers • Alphabet Introduction (Distinguish Letters) • Name Game (What’s Your Name?) 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 2, Pg. 178 Power I
Points to writing and asks what it says.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Words Tell About the Pictures • Picture Story 	<ul style="list-style-type: none"> • Morning Message Activities • Story Time Activities
Pretends to read following English print conventions of reading left to right and top to bottom of page.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Morning Message Activities • Introduction, Pg. 13 Reading Center
Can point to a word on a page in a book.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.) • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message
Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Words Tell About the Pictures • Picture Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.		
<p>Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? • Rhyme • One Doesn't Rhyme • Syllables • Syllable Safari 	<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. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 5, Pg. 130 Listening Activity: Name Syllables • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/ • Unit 6, Pg. 110 Listening Activity: Number Final Sounds
Alphabetical Skills: The names and sounds associated with letters		
<p>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Alphabet Introduction(Distinguish Letters) • Pick the Letter (Letter Checker) • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet
<p>Recognizes that letters have distinct sound(s) associated with them.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Alphabetical Skills: The names and sounds associated with letters <i>continued</i>.		
Attends to the beginning letters and sounds in familiar words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? • Pick the Letter (Letter Checker) • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds • Unit 6, Pg. 80 Listening Activity: Quiet Initial Sounds
Identifies letters and associates correct sounds with letters.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Alphabet Review • Alphabet Introduction (Distinguish Letters) • Pick the Letter (Letter Checker) • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • Name Game (What's Your Name?) • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/ • Unit 4, Pg. 82 Baby's Birthday: Short and Long Words and Letter Sound /b/
Identifies name and familiar words (environmental print).	<ul style="list-style-type: none"> • Name Game (What's Your Name?) • Power Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 82 Letters Make Words

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Early Writing: The familiarity with writing tools, conventions, and emerging skills to communicate through written representations, symbols, and letters.		
Experiments with writing tools and materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center
Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, hearing stories, or giving an opinion.	<ul style="list-style-type: none"> Print Concepts Print Directionality Words Tell About the Pictures Picture Story 	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center
Uses scribbles, shapes, pictures, and letters or words.	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center
With guidance and support, uses a combination of drawing, dictating, or writing to express an opinion or tell a simple story.	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center
With guidance and support, participates in shared research and writing projects.		<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Unit 1, Pg. 38 Illustration Investigation Unit 3, Pg. 365 Seed Investigation Unit 7, Pg. 244 Weather Report
5. LOGIC AND REASONING		
Reasoning and Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.		
Seeks multiple solutions to a question, task, or problem.	Waterford’s social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 15 Good Friends: Me and My Bear Unit 2, Pg. 225 Where We Are Unit 6, Pg. 107 How to Solve a Problem
Recognizes cause-and-effect relationships.	<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 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) Unit 7, Pg. 184 Consequence Game

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reasoning and Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem <i>continued</i>.		
Classifies, compares, and contrasts objects, events, and experiences.	<ul style="list-style-type: none"> • Songs: The Scientific Method; Savanna Size; • Large, Larger, Largest • Book: Mine • Make Comparisons • Science Investigation • Size • Order Size • Big and Little • Heavy and Light • Tall and Short 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 296 We Are All Growing • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 114 Length • Unit 7, Pg. 170 Exploring Weight
Uses past knowledge to build new knowledge.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 235 Rain Sticks
Symbolic Representation: The use of symbols or objects to represent something else.		
Represents people, places, or things through drawings, movement, and three-dimensional objects.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, Pg. 8 Art Center • Introduction, Pg. 9 Block Center • Unit 1, Pg. 143 Builders and Bulldozers • Unit 4, Pg. 28 Classroom Block Play • Unit 5, Pg. 233 Slide Like a Snail
Engages in pretend play and acts out roles.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center
Recognizes the difference between pretend or fantasy situations and reality.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>6. MATHEMATICS KNOWLEDGE AND SKILLS Early Learning Foundations Corresponding to Common Core State Standards Mathematics (CCSS.M.K.)</p>		
<p>Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p>		
<p>Recognizes numbers and quantities in the everyday environment.</p>	<ul style="list-style-type: none"> • Number Books • Number Instruction • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Introduction, Pg. 12 Math Center • Unit 2, Pg. 235 Number Books 1-5
<p>Recites numbers in the correct order and understands that numbers come “before” or “after” one another.</p>	<ul style="list-style-type: none"> • Number Books • Number Instruction • Order Numbers • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Bits • Make and Count Groups • Number Line 	<ul style="list-style-type: none"> • Unit 2, Pg. 243 Central Park Board Game • 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
<p>Associates quantities and the names of numbers with written numerals.</p>	<ul style="list-style-type: none"> • Number Books • Number Instruction 	<ul style="list-style-type: none"> • Read and Write Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 226 Five Frame Match
<p>Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</p>	<ul style="list-style-type: none"> • One-to-one Correspondence • Moving Target (Dots) • Number Counting • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • 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 • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list) <i>continued</i>.		
<p>Uses the number name of the last object counted to represent the number of objects in the set.</p>	<ul style="list-style-type: none"> • Number Books • Number Instruction • Order Numbers • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 34 Counting and Attendance • Unit 1, Pg. 54 Counting and Attendance • Unit 7, Pg. 157 Introduce and Write Number 12 • Unit 7, Pg. 247 How Many Are Hiding?
Number Relations and Operations: The use of numbers to describe relationships and solve problems.		
<p>Uses a range of strategies, such as counting, subitizing (“seeing” how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as “more,” “less,” “greater than,” “fewer,” or “equal to”.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • One-to-one Correspondence • Moving Target (Dots) • Number Counting • Make and Count Groups • Match Number • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 147 Charting Weight
<p>Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</p>	<ul style="list-style-type: none"> • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 7, Pg. 157 Introduce and Write Number 12 • Unit 7, Pg. 247 How Many Are Hiding?
<p>Identifies the number of items in a set that is created when items are combined or separated.</p>	<ul style="list-style-type: none"> • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 7, Pg. 247 How Many Are Hiding?

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geometry, Patterns, and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another. The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.		
Recognizes and names common shapes--their parts and attributes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination • Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon 	<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. 377 Shape Hunt
Combines and separates shapes to make other shapes.	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 3, Pg. 368 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play
Compares objects in size and shape.	<ul style="list-style-type: none"> • Congruence • Similar Figures 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 19 Stack, Slide, Roll
Can follow directions or name positions of objects, such as “up,” “down,” “in front,” “behind,” “between,” “next to,” and “under”.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last 	<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 • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geometry, Patterns, and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another. The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern <i>continued</i>.		
Sorts, classifies, and serializes (puts in a pattern) objects, such as by color, shape, and size.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry; Train Station Patterns • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures • Pattern: AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 5, Pg. 174 Invertebrates
Recognizes, duplicates, and extends simple patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Pattern: AB; ABB; ABC 	<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
Creates patterns through the repetition of a unit.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Pattern: AB; ABB; ABC 	<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
Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.		
Compares and describes objects using attributes of length, weight, and size (bigger, longer, taller, heavier).	<ul style="list-style-type: none"> • Songs: Savanna Size • Make Comparisons • Size • Length • Capacity • Big and Little • Heavy and Light • Tall and Short 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • 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. 170 Exploring Weight
Orders objects by size or length.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Make Comparisons • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Length 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement And Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area <i>continued</i>.		
Uses nonstandard and standard techniques and tools to measure and compare.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • 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. 170 Exploring Weight
Sorts objects by count (more or less).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Sort • Make and Count Groups • 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. 60 Read and Write 10 • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 199 Volume
7. PHYSICAL DEVELOPMENT AND HEALTH		
Physical Health Status: The maintenance of healthy age-appropriate physical well-being.		
Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.		<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
Participates in prevention and management of chronic health conditions and avoids toxins such as lead.		<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age.		<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile • Unit 7, Pg. 205 Healthy Eating
Gets sufficient rest and exercise to support healthy development.	<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

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Health Knowledge and Practice: The understanding of healthy, safe habits and practicing healthy habits.		
Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.		<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
Communicates an understanding of the importance of health and safety routines and rules.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 2, Pg. 232 Wash the Tables! • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 339 Emergency!
Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	<ul style="list-style-type: none"> • Song: Sun Blues • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 3, Pg. 375 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body
Distinguishes food on a continuum from most healthy to least healthy.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
Eats a variety of nutritious foods.	<ul style="list-style-type: none"> • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • 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. 216 Chicka Chicka Boom Boom Snack
Participates in structured and unstructured physical activities.	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym
Recognizes the importance of doctor and dentist visits.		<ul style="list-style-type: none"> • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
Cooperates during doctor and dentist visits and health and developmental screenings.		<ul style="list-style-type: none"> • Unit 7, Pg. 168 Dramatic Play: Dentist's Office • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!
Gross Motor: The control of large muscles for movement, navigation, and balance.		
Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.		<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 122 Obstacle Course

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Gross Motor: The control of large muscles for movement, navigation, and balance <i>continued</i>.		
Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.		<ul style="list-style-type: none"> Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 122 Obstacle Course
Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.		<ul style="list-style-type: none"> Dance and Movement Activities
Fine Motor: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.		
Uses hands to manipulate objects, fasteners, tools, and toys using a variety of grasps.	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center Journal Activities Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 43 Capital Letter Scrapbook Unit 6, Pg. 79 Bath Time Unit 7, Pg. 141 Tool Workshop
Turns pages in a book.	<ul style="list-style-type: none"> Print Directionality Introduction 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center
Builds block towers and structures with a variety of materials.	<ul style="list-style-type: none"> Soup's On Pretend Play 	<ul style="list-style-type: none"> Introduction, Pg. 9 Block Center Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
Manipulates writing, drawing, and art tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Visual Arts Activities Journal Activities Introduction, Pg. 8 Art Center Introduction, Pg. 17 Writing Center

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
8. SCIENCE KNOWLEDGE AND SKILLS		
Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.		
Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	<ul style="list-style-type: none"> • Science Tools • Science Investigation • Sight • Hearing • Touch • Smell • Taste 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 152 Slime! • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 6, Pg. 18 Listening To My Body • Unit 7, Pg. 244 Weather Report
Observes and discusses common properties, differences, and comparisons among objects.	<ul style="list-style-type: none"> • Make Comparisons • Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 340 Sort It Out • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 86 Fish Investigation
Collects, describes, and records information through discussions, drawings, maps, and charts.	<ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 147 Charting Weight
Describes and discusses predictions, explanations, and generalizations based on past experience.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 342 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.		
<p>Observes , describes, and discusses living things and natural processes.</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates • Make Comparisons • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth
<p>Observes, describes, and discusses properties of materials and transformation of substances.</p>	<ul style="list-style-type: none"> • Song: Solid or Liquid • Materials • Magnets • Solid and Liquid 	<ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 7, Pg. 233 Precipitation
<p>Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/ Applications of Science.</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method; Seasons; Solid or Liquid; Living and Nonliving; Push and Pull; Sound • Books: That’s What I Like: A Book about Seasons; Star Pictures; Where in the World Would You Go Today? • Science Investigation • Push and Pull • Living and Nonliving • Plant or Animal • Spring • Summer • Fall • Winter • Environments • Sun • Moon • Constellations 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 2, Pg. 223 Living and Nonliving • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 337 Exploring Water • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 7, Pg. 142 Weight

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
9. SOCIAL AND EMOTIONAL DEVELOPMENT		
Social Relationships: The healthy relationships and interactions with adults and peers.		
Communicates with familiar adults and accepts or requests guidance.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Cooperates with others.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 7, Pg. 178 Fox In a Box • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Develops friendships with peers.	<ul style="list-style-type: none"> • Clubhouse 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship
Establishes secure relationships with adults.	<ul style="list-style-type: none"> • Find Me! • Where's Papa? 	<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
Resolves conflict with peers alone and/or with adult intervention as appropriate.	Waterford's social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 107 How to Solve a Problem

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Social Relationships: The healthy relationships and interactions with adults and peers <i>continued</i>.		
Uses word and actions to assert self in socially appropriate ways.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 74 It’s Okay to Say No • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Recognizes and labels others’ emotions.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Blocks • Musical Mayhem • 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 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes
Expresses empathy and sympathy to peers.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Blocks • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Recognizes how actions affect others and accepts consequences of one’s actions.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 7, Pg. 184 Consequence Game
Demonstrate affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.	<ul style="list-style-type: none"> • Where’s Papa? • Clubhouse 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.		
Identifies personal characteristics, preferences, thoughts, and feelings.	<ul style="list-style-type: none"> • Books: Mine; Ooey, Gooey Mud; I Hate Peas • Soup’s On! • Do I Have To? • It’s Not Fair! 	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 246 I Know

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals <i>continued</i>.		
Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	<ul style="list-style-type: none"> • Perfect Present • Clubhouse • Mama’s Melody 	<ul style="list-style-type: none"> • Arrival and Toy Time Activities • Reflection and Dismissal Activities • Center Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 79 Bath Time
Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	<ul style="list-style-type: none"> • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 112 I Can Book • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten • Unit 7, Pg. 246 I Know
Demonstrates age-appropriate independence in decision making regarding activities and materials.	<ul style="list-style-type: none"> • Perfect Present • Pretend Play • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Center Activities Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 110 Plan, Do, Review
Self-Regulation: The ability to recognized and regulated emotions, attention, impulses, and behavior.		
Recognizes and labels emotions.	<ul style="list-style-type: none"> • Lost Dinosaur • Lost Keys • Papa’s Thumb • Squirrel’s Blocks • Baby’s Blocks • Boo Hoo Baby • Where’s Papa? • Lost and Found 	<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. 26 Journal Prompt: I feel... • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes
Handles impulses and behavior with minimal direction from adults.	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 52 What Would Pete the Cat Do? • Unit 4, Pg. 57 Self-Control Instruments

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Self-Regulation: The ability to recognized and regulated emotions, attention, impulses, and behavior <i>continued</i>.		
Follows simple rules, routines, and directions.	Children follow routines independently as they progress through the Waterford sequence of activities. Students continually follow directions in order to complete activities that are interactive, requiring them to listen carefully and respond promptly.	<ul style="list-style-type: none"> • Arrival and Toy Time Activities • Reflection and Dismissal Activities • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 7, Pg. 178 Fox In a Box
Shifts attention between tasks and moves through transitions with minimal direction.	Children follow routines independently as they progress through the Waterford sequence of activities. <ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up an Down Transition
Emotional and Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.		
Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	<ul style="list-style-type: none"> • Where's Papa? • Soup's On! • Lost and Found • It's Not Fair! • Do I Have To? • Lost Dinosaur • Lost Keys • Squirrel's Blocks 	<ul style="list-style-type: none"> • 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...
Refrains from disruptive, aggressive, angry, or defiant behaviors.	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 52 What Would Pete the Cat Do? • Unit 4, Pg. 57 Self-Control Instruments
Adapts to new environments with appropriate emotions and behaviors.	<ul style="list-style-type: none"> • Soup's On • Dinner Time • The Picnic • Clubhouse • Lost Dinosaur 	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 1, Pg. 39 Quiet Time

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
10. SOCIAL STUDIES KNOWLEDGE AND SKILLS		
Self, Family, and Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.		
Identifies personal and family structure.	<ul style="list-style-type: none"> • Book: Jose Three • My Family 	<ul style="list-style-type: none"> • 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
Identifies similarities and respects differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 89 Storytelling Festival
Recognizes a variety of jobs and the work associated with them.	<ul style="list-style-type: none"> • Books: Follow the Apples; Mr. Mario’s Neighborhood 	<ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 3, Pg. 345 Which Hat Is Best? • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist’s Office
Explains (or tells) reasons for rules in the home and classroom and for laws in the community.		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
Describes or draws aspects of the geography of the classroom, home, and community.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests 	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 2, Pg. 225 Where We Are • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
People and the Environment: The understanding of the relationship between people and the environment in which they live.		
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
Recognizes that people share the environment with other people, animals, and plants.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Wetlands • Prairies 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
Recognizes how people can take care of the environment through activities, such as recycling.	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves
History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.		
Differentiates between past, present, and future.	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Calendar
Recognizes events that happened in the past, such as family or personal history.	<ul style="list-style-type: none"> • Books: The Watermelon Seed; The Brothers; Mr. Lucky Straw 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Identifies that how people live and what they do changes over time.	<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; 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 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

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



SUPPORT

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

SONGS

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; Bicky 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 songs 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