

CURRICULUM *Correlation*

*Waterford Early
Learning:
SmartStart
and Classroom
Advantage*

100%

*Ohio's Early
Learning and
Development
Standards: Pre-
Kindergarten
(3-5) 2012*

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OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: APPROACHES TOWARD LEARNING		
STRAND: INITIATIVE		
Topic: Initiative and Curiosity		
Seek new and varied experiences and challenges (takes risks).	<ul style="list-style-type: none"> • Science Investigation • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 80 Pairs • Unit 1, Pg. 134 Texture Sort • Unit 4, Pg. 112 I Can Book • Unit 7, Pg. 212 It's Different, But It's Good!
Demonstrate self-direction while participating in a range of activities and routines.	Children follow routines independently as they progress through the Waterford sequence of activities.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 110 Plan, Do, Review
Ask questions to seek explanations about phenomena of interest.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 44 Getting Acquainted • Unit 4, Pg. 69 Dramatic Play: Aquarium
Topic: Planning, Action and Reflection		
Develop, initiate and carry out simple plans to obtain a goal.	<ul style="list-style-type: none"> • Pretend Play • Boo Hoo Baby • Marmot's Basket • Perfect Present • Party Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 1, Pg. 110 Plan, Do, Review
Use prior knowledge and information to assess, inform, and plan for future actions and learning.		<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
STRAND: ENGAGEMENT AND PERSISTENCE		
Topic: Attention		
Focus on an activity with deliberate concentration despite distractions.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Center Activities • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Persistence		
Carry out tasks, activities, projects or experiences from beginning to end.	Waterford helps children build persistence by allowing them to select 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"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 110 Plan, Do, Review • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig
Focus on the task at hand even when frustrated or challenged.	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
STRAND: CREATIVITY		
Topic: Innovation and Invention		
Use imagination and creativity to interact with objects and materials.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Pretend Play • Materials • Magnets 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Visual Arts Activities • Unit 2, Pg. 175 Dancing with Props
Engage in inventive social play.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Party Time! 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
Topic: Expression of Ideas and Feelings Through the Arts		
Express individuality, life experiences, and what they know and are able to do through a variety of media.	<ul style="list-style-type: none"> • Baby's Ballet • Squirrel's Sketches • Mama's Melody • Papa's Play 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Journal Activities • Visual Arts Activities • Unit 7, Pg. 146 Artist's Statement
Express interest in and show appreciation for the creative work of others.	<ul style="list-style-type: none"> • Baby's Ballet • Squirrel's Sketches • Mama's Melody • Papa's Play 	<ul style="list-style-type: none"> • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers • Unit 7, Pg. 154 Gallery Talk

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN: COGNITION AND GENERAL KNOWLEDGE		
STRAND: COGNITIVE SKILLS		
Topic: Memory		
Communicate about past events and anticipate what comes next during familiar routines and experiences.	<ul style="list-style-type: none"> • What Comes Next? 	<ul style="list-style-type: none"> • Arrival and Toy Time Activities • Reflection and Dismissal Activities • Center Activities • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 5, Pg. 186 Journal Prompt: I Got Help When... • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
With modeling and support, remember and use information for a variety of purposes.	<ul style="list-style-type: none"> • Look at Details • Memorization 	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 5, Pg. 219 Spider Webs
Recreate complex ideas, events/situations with personal adaptations.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Dramatic Play Activities
Topic: Symbolic Thought		
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Pretend Play • Alphabet Introduction (Distinguish Letters) 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 11 Dramatic Play Center • Introduction, Pg. 17 Writing Center • Visual Arts Activities • Dramatic Play Activities • Journal Activities
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
Topic: Reasoning and Problem-Solving		
Demonstrate ability to solve everyday problems based upon past experience.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby's Ball 	<ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 13 We're All Happy • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Reasoning and Problem-Solving <i>continued.</i>		
Solve problems by planning and carrying out a sequence of actions.	<ul style="list-style-type: none"> • Marmot's Basket • Boo Hoo Baby • Baby's Ball • Perfect Present 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved • Unit 6, Pg. 121 Problem Solving: Fair Division
Seek more than one solution to a question, problem or task.	Waterford 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 4, Pg. 13 We're All Happy
Explain reasoning for the solution selected.	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 2, Pg. 161 Popcorn Number Match • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 121 Problem Solving: Fair Division
SUB-DOMAIN: MATHEMATICS		
STRAND: NUMBER SENSE		
Topic: Number Sense and Counting		
Count to 20 by ones with increasing accuracy.	<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 7, Pg. 217 Introduce and Write Number 14
Identify and name numerals 1-9.	<ul style="list-style-type: none"> • Math Books • Explain Numbers • Number Instruction • Number Practice • Picture Puzzle • Shape Puzzle • Bug Bits • Moving Target 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 2, Pg. 235 Number Books 1-5
Identify without counting small quantities of up to 3 items. (Subitize)	<ul style="list-style-type: none"> • Make and Count Groups • Moving Target (Dots) • Bug Bits • Match Numbers 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Number Sense and Counting <i>continued</i>		
Demonstrate one-to-one correspondence when counting objects up to 10.	<ul style="list-style-type: none"> • Counting Songs • One-to-One Correspondence • Make and Count Groups • Number Instruction • Number Counting • Bug Bits 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 200 Counting in a Circle
Understand that the last number spoken tells the number of objects counted.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • One-to-One Correspondence • Number Instruction • Number Counting • Bug Bits 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Unit 1, Pg. 54 Counting and Attendance
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • 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. 121 Problem Solving: Fair Division
STRAND: NUMBER RELATIONSHIPS AND OPERATIONS		
Topic: Number Relationships		
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou; Counting Songs • Book: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Dominoes • Add Groups • Subtract Groups 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 247 How Many Are Hiding?

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: ALGEBRA		
Topic: Group and Categorize		
Sort and classify objects by one or more attributes (e.g., size, number).	<ul style="list-style-type: none"> • Songs: Big Small Song; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Size • Order Size • Big Little Animals • Large Small Toys • Big and Little • Short and Tall • Heavy and Light 	<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 • Unit 4, Pg. 18 Bone Exploration
Topic: Patterning		
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	<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
Create patterns.	<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

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: MEASUREMENT AND DATA		
Topic: Describe and Compare Measurable Attributes		
Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).	<ul style="list-style-type: none"> • Songs: Big Small Song; Savanna Size • Big Little Animals • Match • Size • Large Small Toys • Tall and Short • Heavy and Light • Big and Little • Length • Capacity 	<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. 199 Volume
Order objects by measurable attribute (e.g., biggest to smallest, etc.).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Match • Size • Order Size • Big Little Animals • Large Small Toys • Tall and Short • Heavy and Light • Big and Little • Capacity 	<ul style="list-style-type: none"> • Unit 2, Pg. 243 Central Park Board Game • Unit 6, Pg. 114 Length • Unit 7, Pg. 199 Volume
Measure length and volume (capacity) using non-standard or standard measurement tools.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 199 Volume
Topic: Data Analysis		
Collect data by categories to answer simple questions.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 7, Pg. 147 Charting Weight

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: GEOMETRY		
Topic: Spatial Relationships		
<p>Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/ below, beside/between, in front of/ behind and next to.</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • First, Middle, Last • Top, Beside, and Bottom • Inside, Outside, Between • Over, Under, Above, Below • Over, Under, and Through • 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 • Unit 5, Pg. 232 Here, Kitty, Kitty: Position Words and Letter Sound /k/
Topic: Identify and Describe Shapes		
<p>Understand and use names of shapes when identifying objects.</p>	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites • Book: Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Space Shapes • Solid Shapes 	<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. 337 Shape Hunt
<p>Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites • Book: Imagination Shapes • 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 • Unit 4, Pg. 8 Flat or Solid?
Topic: Analyze, Compare and Create Shapes		
<p>Compare two-dimensional shapes, in different sizes and orientations, using informal language.</p>	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites; Congruent Parts • Book: Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Geoboard 	<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

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Analyze, Compare and Create Shapes <i>continued</i>		
Create shapes during play by building, drawing, etc.	<ul style="list-style-type: none"> • Geoboard 	<ul style="list-style-type: none"> • Unit 3, Pg. 314 Cutting Shapes • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 351 Making Shapes
Combine simple shapes to form larger shapes.	<ul style="list-style-type: none"> • Geoboard 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 4, Pg. 28 Classroom Block Play
SUB-DOMAIN: SOCIAL STUDIES		
STRAND: HISTORY		
Topic: Historical Thinking and Skills		
Demonstrate an understanding of time in the context of daily experiences.	<ul style="list-style-type: none"> • Today 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Calendar
Develop an awareness of his/her personal history.	<ul style="list-style-type: none"> • My Family 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Topic: Heritage		
Develop an awareness and appreciation of family cultural stories and traditions.	<ul style="list-style-type: none"> • My Family • Soup's On! • Baby's Birthday • Party Time 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
STRAND: GEOGRAPHY		
Topic: Spatial Thinking and Skills		
Demonstrate a beginning understanding of maps as actual representations of places.	Each song in the Sing Around the World series begins with a map showing the location of the country.	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
Topic: Human Systems		
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	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

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: GOVERNMENT		
Topic: Civic Participation Skills		
Understand that everyone has rights and responsibilities within a group.	<ul style="list-style-type: none"> • The Picnic • Dinner Time • Soup's On! • Clubhouse • Do I Have To? 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I'm Responsible • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 328 We All Have Jobs
Demonstrate cooperative behaviors and fairness in social interactions.	Waterford social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 39 Quiet Time • Unit 1, Pg. 76 Taking Turns Game • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
With modeling and support, negotiate to solve social conflicts with peers.	Waterford 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. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
With modeling and support, demonstrate an awareness of the outcomes of choices.	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 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 186 Journal Prompt: My Good Choice
Topic: Rules and Laws		
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 7, Pg. 178 Fox In a Box
STRAND: ECONOMICS		
Topic: Scarcity		
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.		<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Production and Consumption		
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	<ul style="list-style-type: none"> • Book: Follow the Apples! • Food From Plants 	<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
With modeling and support, demonstrate responsible consumption and conservation of resources.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From?
SUB-DOMAIN: SCIENCE		
STRAND: SCIENCE INQUIRY AND APPLICATION		
Topic: Inquiry		
Explore objects, materials and events in the environment.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Materials 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 175 Ant Farm Extension • Unit 7, Pg. 233 Precipitation
Make careful observations.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 5, Pg. 234 Worms: Slimy, Slipper, and Smooth • Unit 6, Pg. 18 Listening To My Body • Unit 7, Pg. 244 Weather Report
Pose questions about the physical and natural environment.	<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 • Science Investigation • Science Tools • Materials • Deserts • Oceans • Mountains • Rainforests • Ecosystems 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 2, Pg. 225 Where We Are • Unit 3, Pg. 349 Where Does Our Water Come From?

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Inquiry <i>continued</i>		
Describe, compare, sort, classify, and order.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Short and Tall • Heavy and Light 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 100 Dramatic Play: Pond • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 199 Volume
Record observations using words, pictures, charts, graphs, etc.	<ul style="list-style-type: none"> • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 6, Pg. 54 Germs
Use simple tools to extend investigation.	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different?
Identify patterns and relationships.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Unit 3, Pg. 316 Plant Parts • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
Make predictions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Book: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigations • Science Tools 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
Make inferences, generalizations and explanations based on evidence.	<ul style="list-style-type: none"> • Song: The Scientific Method • Book: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigations • Science Tools 	<ul style="list-style-type: none"> • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 216 What Do Spiders Like?

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Inquiry <i>continued</i>		
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	<ul style="list-style-type: none"> • Science Tools • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 6, Pg. 54 Germs • Unit 6, Pg. 58 Journal Prompt: My Great Idea
STRAND: EARTH AND SPACE SCIENCE		
Topic: Explorations of the Natural World		
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; I Am Part of All I See; Precipitation; Pollution Rap; Seasons • Books: Star Pictures; That's What I Like: A Book About Seasons • Sun • Moon • Constellations • Clouds • Spring • Summer • Fall • Winter • Deserts • Mountains • Oceans • Rainforests • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 244 Weather Report
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Pollution Rap; Conservation • Book: I Want to Be a Scientist Like George Washington Carver • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From?

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: PHYSICAL SCIENCE		
Topic: Explorations of Energy		
<p>With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).</p>	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Matter • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Solid and Liquid • Materials • Magnets 	<ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 7, Pg. 233 Precipitation
<p>With modeling and support, explore the position and motion of objects.</p>	<ul style="list-style-type: none"> • Songs: Push and Pull; Positioning; Monster Trucks • Books: Mr. Mario's Neighborhood; Up in the Air • Over, Under, Above, Below • Inside, Outside, Between • Above, Below, Next to, On • Over, Under, and Through • Top, Beside, and Bottom • First, Middle, Last • Push and Pull 	<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 4, Pg. 19 Stack, Slide, Roll
<p>With modeling and support, explore the properties and characteristics of sound and light.</p>	<ul style="list-style-type: none"> • Song: Sun Blues • Sun 	<ul style="list-style-type: none"> • Unit 1, Pg. 107 Sound Box Match Up • Unit 1, Pg. 117 Jar Symphony • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, pg. 283 High and Low

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STRAND: LIFE SCIENCE		
Topic: Explorations of Living Things		
<p>With modeling and support, identify physical characteristics and simple behaviors of living things.</p>	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal 	<ul style="list-style-type: none"> • 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. 174 Invertebrates • Unit 5, Pg. 184 Insect Parts • Unit 5, Pg. 205 Build a Spider • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth
<p>With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).</p>	<ul style="list-style-type: none"> • Songs: Fish; Plant or Animal; Food From Plants; Plants Are Growing • Books: Guess What I Am; Follow the Apples! • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plant or Animal • Plants • Food From Plants • Summer • Spring • Winter • Fall 	<ul style="list-style-type: none"> • 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. 100 Dramatic Play: Pond • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Explorations of Living Things <i>continued</i>		
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<ul style="list-style-type: none"> • Songs: Vertebrates; Invertebrates; Fish • Book: Guess What I Am • Body Parts • Parts of the Face • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Invertebrates 	<ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 2, Pg. 251 Body Moves • Unit 4, Pg. 6 Dramatic Play: Radiologist's Office • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 205 Build a Spider • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 27 Digesting Food
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	<ul style="list-style-type: none"> • Amphibians • Observe a Simple System • Birds 	<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 • Unit 4, Pg. 118 Raising Tadpoles
With modeling and support, recognize similarities and differences between people and other living things.	<ul style="list-style-type: none"> • Songs: Same and Different • Book: Guess What I Am • Mammals • Birds • Fish • Plants • Water • Sun 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things • 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 6, Pg. 14 Picturing My Body
DOMAIN: LANGUAGE AND LITERACY		
STRAND: LISTENING AND SPEAKING		
Topic: Receptive Language and Comprehension		
Demonstrate understanding of increasingly complex concepts and longer sentences.		<ul style="list-style-type: none"> • Unit 1, Pg. 9 Classroom Bear • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 4, Pg. 70 Introduce and Count Zero • Unit 7, Pg. 150 What Doesn't Belong? • Unit 7, Pg. 238 Surfing the Waves

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Receptive Language and Comprehension <i>continued</i>		
Ask meaning of words.	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. 44 Getting Acquainted • Unit 2, Pg. 164 The Hungry Thing rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 69 Dramatic Play: Aquarium
Follow two-step directions or requests.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Clean Up and Center Review Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 7, Pg. 208 Program Rehearsal
Topic: Expressive Language		
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	Waterford social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 145 What's in the Bag? • Unit 2, Pg. 164 The Hungry Thing: Rhyme Play • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 6, Pg. 58 Journal Prompt: My Great Idea • Unit 7, Pg. 216 Digital Program
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 149 I Am, I Can • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Describe familiar people, places, things and experiences.	<ul style="list-style-type: none"> • Look at Details 	<ul style="list-style-type: none"> • Unit 1, Pg. 134 Texture Sort • Unit 1, Pg. 145 What's In the Bag? • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 100 Dramatic Play: Pond • Unit 4, Pg. 122 Journal Prompt: My Adventure
Use drawings or other visuals to add details to verbal descriptions.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Expressive Language <i>continued</i>		
<p>With modeling and support, use the conventions of standard English. (Grammar)</p> <ul style="list-style-type: none"> Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc. Form regular plural nouns orally by adding /s/ or /es/. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 		<ul style="list-style-type: none"> Story Time Activities Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 254 Polly Put the Kettle On Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 5, Pg. 141 Language: Sentence Board Game Unit 7, Pg. 150 What Doesn't Belong?
<p>With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)</p>	<ul style="list-style-type: none"> Read With Me Books Sing A Rhyme Songs/Books Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 221 Over, Under, Through Unit 3, Pg. 370 Shades of Paint
<p>With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)</p>	<p>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.</p>	<ul style="list-style-type: none"> Story Time Activities Unit 5, Pg. 155 Vertebrate Sort and Review
<p>Identify real-life connections between words and their use. (Vocabulary)</p>	<ul style="list-style-type: none"> Words in Your World 	<ul style="list-style-type: none"> Unit 1, Pg. 54 Morning Meeting Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Expressive Language <i>continued</i>		
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions—walk, march, prance, etc.). (Vocabulary)	<ul style="list-style-type: none"> • Book: Opposites • Words in Your World • Opposites 	<ul style="list-style-type: none"> • Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination • Unit 5, Pg. 151 Dinosaur Stomp • Unit 6, Pg. 42 Opposites and Letter Sound /o/ • Unit 7, Pg. 174 Taking Care of My Teeth
Topic: Social Communication		
With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed).	Waterford 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 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together
With modeling and support, continue a conversation through multiple exchanges.	Waterford social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please
STRAND: READING		
Topic: Reading Comprehension		
Ask and answer questions, and comment about characters and major events in familiar stories.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books (See titles at end of document.) • What Comes Next? • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
Retell or re-enact familiar stories.	<ul style="list-style-type: none"> • What Comes Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture
Identify characters and major events in a story.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books (See titles at end of document.) • What Comes Next? • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Reading Comprehension <i>continued</i>		
Demonstrate an understanding of the differences between fantasy and reality.		<ul style="list-style-type: none"> • Story Time Activities
With modeling and support, describe what part of the story the illustration depicts.	<ul style="list-style-type: none"> • Picture Clues • What Comes Next? 	<ul style="list-style-type: none"> • Story Time Activities
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	<ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books
With modeling and support, identify the topic of an informational text that has been read aloud.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities
With modeling and support, describe, categorize and compare and contrast information in informational text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Look at Details • Make Comparisons 	<ul style="list-style-type: none"> • Story Time Activities
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Look at Details • Make Comparisons 	<ul style="list-style-type: none"> • Story Time Activities
Actively engage in group reading with purpose and understanding.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
Topic: Fluency		
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts	<p>The online books in Waterford are read by narrators who model phrasing, intonation, and expression, while the highlighted text encourages students to follow along.</p> <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational 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 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 3, Pg. 367 Animal Beat

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Print Concepts		
Demonstrate an understanding of basic conventions of print in English and other languages.	Each song in the Sing Around the World series begins in English followed in the Native language of the country represented. As the song plays, highlighted text is displayed, word by word. <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 82 Letters Make Words • Unit 7, Pg. 226 Letter Sound /s/ • Unit 7, Pg. 236 Letter Sound /a/
Orient books correctly for reading and turn pages one at a time.	All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motions.	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 23 Morning Message
Demonstrate an understanding that print carries meaning.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 35 Morning Message • Unit 1, Pg. 82 Letters Make Words
Topic: Phonological Awareness		
With modeling and support, recognize and produce rhyming words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • Make it Rhyme • 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. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
With modeling and support, recognize words in spoken sentences.	Students continually follow instructions in order to complete activities in Waterford. Online books and activities highlight each word as the narrator speaks, so students see and hear words spoken in sentences.	<ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Phonological Awareness <i>continued</i>		
With modeling and support identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words.	<ul style="list-style-type: none"> • Song: Compound Words • Syllables • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Unit 3, Pg. 334 Compound Word Introduction: Blending Fire Words • Unit 3, Pg. 343 Wheels on the Bus: Compound Word Blend • 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. 186 Listening Activity: Hairy Syllables
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Dragon • Blend Every Sound (Phonemes) 	<ul style="list-style-type: none"> • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ • Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/
With modeling and support identify initial and final sounds in spoken words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Letter Sound • Choose a Sound 	<ul style="list-style-type: none"> • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter sound q (/kw/) • Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/ • Unit 6, Pg. 110 Listening Activity: Number Final Sounds
Topic: Letter and Word Recognition		
With modeling and support, recognize and “read” familiar words or environmental print.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Morning Message Activities • Schedule Activities • Unit 1, Pg. 82 Letters Make Words
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Pictures • Name That Letter • Hidden Letters • 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. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 4, Pg. 46 Lowercase Letters

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Letter and Word Recognition <i>continued</i>		
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	<ul style="list-style-type: none"> Alphabet Introduction (Distinguish Letters) Letter Pictures ABC Songs Letters Make Words Name That Letter Hidden Letters 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 1, Pg. 82 Letters Make Words
With modeling and support, recognize the sounds associated with letters.	<ul style="list-style-type: none"> Get Started With Sounds Sound Songs Letter Sound Sound Room Choose a Sound 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 4, Pg. 82 Baby's Birthday: Short and Long Words and Letter Sound /b/ Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/
STRAND: WRITING		
Topic: Writing Process		
Use a 3-finger grasp of dominant hand to hold a writing tool.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center Unit 1, Pg. 56 Writing Letter A Unit 1, Pg. 60 Turn and Talk Matching
Demonstrate an understanding of the structure and function of print.	<ul style="list-style-type: none"> Alphabet Introduction (Distinguish Letters) Letter Trace (Letter Picture Writing) Print Concepts Print Directionality Words Tell About the Pictures 	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center Unit 1, Pg. 8 Morning Message Unit 1, Pg. 23 Morning Message
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	<ul style="list-style-type: none"> Lines, Dots, and Circles Alphabet Introduction (Distinguish Letters) Letter Trace (Letter Picture Writing) Name Game (What's Your Name?) 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Journal Activities Introduction, Pg. 17 Writing Center Unit 3, Pg. 331 Thank-you Notes Unit 7, Pg. 151 How to Wash My Bear

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic: Writing Process <i>continued</i>		
With modeling and support, demonstrate letter formation in “writing.”	<ul style="list-style-type: none"> • Lines, Dots, and Circles • Alphabet Introduction (Distinguish Letters) • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 3, Pg. 331 Thank-you Notes • Unit 7, Pg. 151 How to Wash My Bear
With modeling and support, show awareness that one letter or cluster of letters represents one word.	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • Letter Trace (Letter Picture Writing) • Letters Make Words • Print Concepts 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 82 Letters Make Words
Topic: Writing Application and Composition		
“Read” what they have written.		<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
With modeling and support, notice and sporadically use punctuation in writing.	<ul style="list-style-type: none"> • Song: What Is a Sentence? 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Alphabet Introduction (Distinguish Letters) • Letter Trace (Letter Picture Writing) • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 6, Pg. 90 Thank You Notes for the Storytellers
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Alphabet Introduction (Distinguish Letters) • Letter Trace (Letter Picture Writing) • Print Concepts 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
With modeling and support, discuss and respond to questions from others about writing/drawing.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration in large or small group instruction through Word Processor activities.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 17 Writing Center
Topic: Writing Application and Composition <i>continued</i>		

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Unit 1, Pg. 38 Illustration Investigation Unit 4, Pg. 54 Help the Birds Unit 7, Pg. 244 Weather Report
With modeling and support, explore a variety of digital tools to express ideas.	Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Word Processor activities.	<ul style="list-style-type: none"> Introduction, Pg. 10 Computer Center Unit 1, Pg. 132 Erasing Mistakes Unit 7, Pg. 216 Digital Program
DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT		
STRAND: MOTOR DEVELOPMENT		
Topic: Large Muscle: Balance and Coordination		
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).		<ul style="list-style-type: none"> Unit 4, Pg. 42 Birds on a Perch Unit 6, Pg. 122 Obstacle Course
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).		<ul style="list-style-type: none"> Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 122 Obstacle Course
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).		<ul style="list-style-type: none"> Unit 6, Pg. 118 Come Rest Awhile
Demonstrate spatial awareness in physical activity or movement.		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 1, Pg. 143 Builders and Bulldozers Unit 5, Pg. 233 Slide Like a Snail Unit 7, Pg. 187 Pathways In Space
Topic: Small Muscle: Touch, Grasp, Reach, Manipulate		

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Unit 2, Pg., 254 Polly Put the Kettle On Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 43 Capital Letter Scrapbook Unit 7, Pg. 141 Tool Workshop
Use classroom and household tools independently with eye-hand coordination to carry out activities.	The daily use of a touch pad or mouse helps develops eye-hand coordination.	<ul style="list-style-type: none"> Unit 2, Pg. 254 Polly Put the Kettle On Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 18 Skeleton Hands Unit 5, Pg. 219 Spider Webs
Topic: Oral-Motor		
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Snack Time Activities
Topic: Sensory-Motor		
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	Engaging activities throughout the program hold children's attention while focusing on each task.	<ul style="list-style-type: none"> Story Time Activities Center Activities Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
STRAND: PHYSICAL WELL-BEING		
Topic: Body Awareness		
Identify and describe the function of body parts.	<ul style="list-style-type: none"> Song: I Touch My Nose Like This Book: I Wish I Had Ears Like a Bat Parts of the Face Body Parts 	<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 2, Pg. 251 Body Moves Unit 4, Pg. 6 Dramatic Play: Radiologist's Office Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things
Topic: Physical Activity		
Participate in structured and unstructured active physical play exhibiting strength and stamina.	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest 	<ul style="list-style-type: none"> Dance and Movement Activities Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 5, Pg. 199 Dramatic Play: Circus School Unit 6, Pg. 122 Obstacle Course
Topic: Physical Activity <i>continued</i>		

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
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
Topic: Nutrition		
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	<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!
Distinguish nutritious from non-nutritious foods.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
Topic: Self-Help		
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	<ul style="list-style-type: none"> • Teeth 	<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
Follow basic health practices.	<ul style="list-style-type: none"> • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • 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!) • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
Topic: Safety Practices		
With modeling and support, identify and follow basic safety rules.	<ul style="list-style-type: none"> • Song: Sun Blues 	<ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 2, Pg. 165 Safe Smelling • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 231 Water Safety
Identify ways adults help to keep us safe.		<ul style="list-style-type: none"> • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 3, Pg. 375 Trusted Adults • Unit 6, Pg. 117 Digital Safety
With modeling and support, identify the consequences of unsafe behavior.	<ul style="list-style-type: none"> • Song: Sun Blues 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
Topic: Safety Practices <i>continued</i>		

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).		<ul style="list-style-type: none"> Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency!
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.		<ul style="list-style-type: none"> Unit 1, Pg. 127 Dramatic Play: Construction Site Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT		
STRAND: SELF		
Topic: Awareness and Expression of Emotion		
Recognize and identify own emotions and the emotions of others.	<ul style="list-style-type: none"> Lost and Found Boo Hoo Baby It's Not Fair! Musical Mayhem Baby's Ball 	<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...
Communicate a range of emotions in socially accepted ways.	<ul style="list-style-type: none"> Lost and Found Do I Have To? 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 26 Journal Prompt: I feel... Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Topic: Self-Concept		
Identify the diversity in human characteristics and how people are similar and different.	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 7, Pg. 142 Weight
Compare own characteristics to those of others.	<ul style="list-style-type: none"> My Family My Name is Squirrel 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend Unit 6, Pg. 14 Picturing My Body
Topic: Self-Regulation		
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	<ul style="list-style-type: none"> Lost and Found It's Not Fair! Do I Have To? 	<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
Topic: Self-Regulation <i>continued</i>		

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Demonstrate the ability to delay gratification for short periods of time.	<ul style="list-style-type: none"> Find Me! 	<ul style="list-style-type: none"> Unit 1, Pg. 76 Taking Turns Game
With modeling and support, show awareness of the consequences for his/her actions.	<ul style="list-style-type: none"> Do I Have To? 	<ul style="list-style-type: none"> Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully Unit 7, Pg. 184 Consequence Game Unit 7, Pg. 186 Journal Prompt: My Good Choice
Topic: Sense of Competence		
Show confidence in own abilities and accomplish routine and familiar tasks independently.	Children follow routines independently as they progress through the Waterford sequence of activities.	<ul style="list-style-type: none"> Arrival and Toy Time Activities Reflection and Dismissal Activities Center Activities Unit 7, Pg. 246 I Know
STRAND: RELATIONSHIPS		
Topic: Attachment		
Express affection for familiar adults.	<ul style="list-style-type: none"> My Family Where's Papa 	<ul style="list-style-type: none"> Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 288 Journals: My Family
Seek security and support from familiar adults in anticipation of challenging situations.	<ul style="list-style-type: none"> Lost and Found 	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Separate from familiar adults in a familiar setting with minimal distress.		<ul style="list-style-type: none"> Arrival and Toy Time Activities Reflection and Dismissal Activities
Topic: Interactions with Adults		
Engage in extended, reciprocal conversations with familiar adults.	Waterford 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 1, Pg. 6 Learning Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 214 Set the Table, Please
Request and accept guidance from familiar adults.	<ul style="list-style-type: none"> Lost and Found Where's Papa It's Not Fair! Do I Have To? 	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Topic: Peer Interactions and Relationships		

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
Demonstrate socially competent behavior with peers.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • 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
With modeling and support, negotiate to resolve social conflicts with peers.	Waterford social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative. The characters 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
Topic: Empathy		
Express concern for the needs of others and people in distress.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Noisy Children • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • 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
Show regard for the feelings of other living things.	Waterford social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative.	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes

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

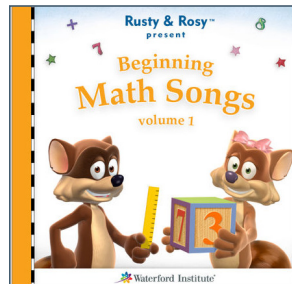
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

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 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