

# CURRICULUM *Correlation*

*Waterford Early  
Learning:*

*PreK Sequence  
and Classroom  
Advantage*

**99.7%**

*Kentucky's  
Early Childhood  
Standards (2013)*

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# KENTUCKY'S EARLY CHILDHOOD STANDARDS (2013)

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ARTS AND HUMANITIES STANDARD 1: PARTICIPATES AND SHOWS INTEREST IN A VARIETY OF VISUAL ART, DANCE, MUSIC, AND DRAMA EXPERIENCES.</b>		
<b>BENCHMARK 1.1: DEVELOPS SKILLS IN AND APPRECIATION OF VISUAL ARTS.</b>		
Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, pg. 8 Art Center</li> <li>• Unit 1, pg. 38 Eric Carle Paintings</li> <li>• Unit 2, pg. 190 Dramatic Play: Junkyard</li> </ul>
Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, pg. 8 Art Center</li> <li>• Unit 1, pg. 38 Eric Carle Paintings</li> <li>• Unit 2, pg. 190 Dramatic Play: Junkyard</li> </ul>
Observes and responds to artwork produced by other individuals and/or cultures.		<ul style="list-style-type: none"> <li>• Introduction, pg. 8 Art Center</li> <li>• Unit 1, pg. 38 Eric Carle Paintings</li> <li>• Unit 2, pg. 190 Dramatic Play: Junkyard</li> </ul>
<b>BENCHMARK 1.2: DEVELOPS SKILLS IN AND APPRECIATION OF DANCE.</b>		
Explores various ways of moving with or without music.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 175 Dancing with Props</li> <li>• Unit 6, pg. 53 Floating Robots</li> <li>• Unit 7, pg. 187 Pathways in Space</li> </ul>
Performs simple patterns of dance while exploring with the element of beat.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 175 Dancing with Props</li> </ul>
Describes movement after participating in or watching others perform games or songs.		<ul style="list-style-type: none"> <li>• Unit 2, pg. 175 Dancing with Props</li> </ul>
Responds to dance performance produced by other individuals and/or cultures.	<ul style="list-style-type: none"> <li>• Song: Little Snowball Bush of Mine</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 175 Dancing with Props</li> </ul>
<b>BENCHMARK 1.3: DEVELOPS SKILLS IN AND APPRECIATION OF MUSIC.</b>		
Explores various forms of musical expression through his/her senses.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, pg. 103 Instrument Chairs</li> <li>• Unit 7, pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Uses fingerplays and/or songs to experiment with beat and time.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 4, pg. 57 Self-Control Musical Instruments</li> <li>• Unit 6, pg. 85 Storytelling with Instruments</li> </ul>



# KENTUCKY'S EARLY CHILDHOOD STANDARDS (2013)

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.3: DEVELOPS SKILLS IN AND APPRECIATION OF MUSIC <i>continued.</i></b>		
<p>Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).</p>	<ul style="list-style-type: none"> <li>Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird's Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 11 Dramatic Play Center</li> <li>Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>Unit 4, pg. 57 Self-Control Musical Instruments</li> <li>Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 6, pg. 85 Storytelling with Instruments</li> <li>Unit 7, pg. 228 Dramatic Play: Kindergarten Classroom</li> </ul>
<b>BENCHMARK 1.4: DEVELOPS SKILLS IN AND APPRECIATION OF DRAMA.</b>		
<p>Uses a variety of actions or sounds to explore drama.</p>	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 11 Dramatic Play Center</li> <li>Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 7, pg. 228 Dramatic Play: Kindergarten Classroom</li> </ul>
<p>Performs simple elements of drama (e.g. audience, actors, stage, etc.).</p>	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, pg. 11 Dramatic Play Center</li> <li>Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 7, pg. 228 Dramatic Play: Kindergarten Classroom</li> </ul>
<p>Attends and responds to drama performed by other individuals and/or cultures.</p>	<ul style="list-style-type: none"> <li>Books: The Three Billy Goats Gruff; Zulu Warrior</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ENGLISH/LANGUAGE ARTS STANDARD 1: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE COMMUNICATION PROCESS.</b>		
<b>BENCHMARK 1.1: USES NON-VERBAL COMMUNICATION FOR A VARIETY OF PURPOSES.</b>		
Identifies or chooses object or person by pointing, physically touching or moving toward another.		<ul style="list-style-type: none"> <li>Unit 4, pg. 69 Dramatic Play: Aquarium</li> <li>Unit 7, pg. 151 How to Wash My Bear</li> </ul>
Uses gestures and/or movements to initiate interactions or to get needs met.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Uses symbols or pictures as representation for oral language.	<ul style="list-style-type: none"> <li>Book: Noise? What Noise?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>BENCHMARK 1.2: USES LANGUAGE (VERBAL, SIGNED, SYMBOLIC) FOR A VARIETY OF PURPOSES.</b>		
Initiates communication to have needs met.	<ul style="list-style-type: none"> <li>Find Me!</li> <li>Lost and Found</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>
Responds meaningfully in conversations and discussions with peers and adults.	Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, pg. 44 Getting Acquainted</li> <li>Unit 2, pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, pg. 20 May I Help Game</li> <li>Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, pg. 150 What Doesn't Belong?</li> </ul>
Asks many why, when, and where questions.	<ul style="list-style-type: none"> <li>Sum Up, Five Ws</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 44 Getting Acquainted</li> <li>Unit 1, pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 3, pg. 336 Tuesday Story: Call for Help</li> <li>Unit 6, pg. 20 May I Help Game</li> <li>Unit 7, pg. 150 What Doesn't Belong?</li> </ul>
Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Find Me!</li> <li>Soup's On!</li> <li>Lost Dinosaur</li> <li>Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 6 Listening Rug Rules</li> <li>Unit 1, pg. 22 Name Song</li> <li>Unit 1, pg. 76 Taking Turns Game</li> <li>Unit 3, pg. 331 Thank-you Notes</li> <li>Unit 5, pg. 238 Friend Use Kind Words</li> <li>Unit 6, pg. 75 Grown-up Manners</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.2: USES LANGUAGE (VERBAL, SIGNED, SYMBOLIC) FOR A VARIETY OF PURPOSES <i>continued</i>.</b>		
Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Party Time</li> <li>• Lost and Found</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 39 Quiet Time</li> <li>• Unit 5, pg. 230 Dramatic Play: Library</li> </ul>
<b>BENCHMARK 1.3: COMMUNICATES WITH INCREASING CLARITY AND USE OF CONVENTIONAL GRAMMAR.</b>		
Speaks clearly enough to be understood by most listeners.	Waterford introduces letter sounds with instruction that demonstrates the positions of the lips and tongue to correctly and clearly form sounds. <ul style="list-style-type: none"> <li>• Letter Sound Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 6 The Listening Rug</li> <li>• Unit 1, pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 2, pg. 164 The Hungry Thing Rhyme Play</li> </ul>
Uses simple sentences to express self, but may not always use correct grammar.	<ul style="list-style-type: none"> <li>• Song: What is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 5, pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>
Uses more complex sentences, but grammar is still sometimes incorrect.	Social-emotional videos model conversations between various characters with appropriate conversation rules as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, pg. 141 Language: Sentence Board Game</li> <li>• Unit 7, pg. 238 Surfing the Waves</li> </ul>
Uses complex sentences with correct grammar.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 51 Fancy Rhyming</li> <li>• Unit 1, pg. 136 Find Someone Who Has...</li> </ul>
Develops increasingly abstract use of language.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 54 Morning Meeting</li> <li>• Unit 1, pg. 112 Elephant Invitations</li> <li>• Unit 1, pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 1, pg. 134 Texture Sort</li> <li>• Unit 1, pg. 149 I Am, I Can</li> <li>• Unit 3, pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ENGLISH/LANGUAGE ARTS STANDARD 2: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE LISTENING AND OBSERVING PROCESSES.</b>		
<b>BENCHMARK 2.1: ENGAGES IN ACTIVE LISTENING IN A VARIETY OF SITUATIONS.</b>		
Attends to adult or peer who is speaking/signing.	Waterford's social-emotional videos model appropriate conversation rules as characters communicate.	<ul style="list-style-type: none"> <li>Unit 1, pg. 31 Bunny Cakes</li> <li>Unit 1, pg. 68 Dramatic Play: Garage</li> <li>Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Follows simple directions.	Children interacting with Waterford Early Learning are constantly listening to input, following directions, and responding with choices.	<ul style="list-style-type: none"> <li>Unit 1, pg. 4 Arrival and Toy Time</li> <li>Unit 3, pg. 274 This Little Piggy: Stand Up Sentences</li> <li>Unit 4, pg. 70 Introduce and Count Zero</li> </ul>
Gains information through listening experiences.	Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud.	<ul style="list-style-type: none"> <li>Introduction, pg. 13 Reading Center</li> <li>Unit 1, pg. 54 Morning Meeting</li> <li>Unit 1, pg. 83 Pat-a-cake: Dough Time</li> </ul>
Uses listening to interpret and apply meaning.	<p>Online books in Waterford include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>Unit 1, pg. 24 What Do Scientists Do?</li> <li>Unit 1, pg. 44 Getting Acquainted</li> <li>Unit 7, pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>BENCHMARK 2.2: OBSERVES TO GAIN INFORMATION AND UNDERSTANDING.</b>		
Uses many senses to explore and interpret the environment.	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Sight</li> <li>Hearing</li> <li>Touch</li> <li>Smell</li> <li>Taste</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, pg. 84 What Do You See?</li> <li>Unit 1, pg. 86 Excellent Eyes</li> <li>Unit 1, pg. 105 Pouring Sounds</li> <li>Unit 1, pg. 134 Texture Sort</li> <li>Unit 1, pg. 152 Slime!</li> <li>Unit 2, pg. 165 Safe Smelling</li> <li>Unit 2, pg. 195 Taste and Smell Snack Activity</li> <li>Unit 2, pg. 196 Sweet, Sour, Bitter, Salty</li> </ul>
Makes comparisons through every day experiences and play.	<ul style="list-style-type: none"> <li>Song: Same and Different</li> <li>Look at Details</li> <li>Make Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 24 What Do Scientists Do?</li> <li>Unit 1, pg. 44 Getting Acquainted</li> <li>Unit 7, pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 2.2: OBSERVES TO GAIN INFORMATION AND UNDERSTANDING <i>continued</i>.</b>		
Makes predictions concerning everyday experiences and play.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 24 What Do Scientists Do?</li> <li>• Unit 1, pg. 44 Getting Acquainted</li> <li>• Unit 7, pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Draws conclusions from everyday experiences and play.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 24 What Do Scientists Do?</li> <li>• Unit 1, pg. 44 Getting Acquainted</li> <li>• Unit 7, pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>ENGLISH/LANGUAGE ARTS STANDARD 3: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE READING PROCESS.</b>		
<b>BENCHMARK 3.1: LISTENS TO AND/OR RESPONDS TO READING MATERIALS WITH INTEREST AND ENJOYMENT.</b>		
Participates actively in story time.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Unit 1, pg. 83 Pat-a-cake: Dough Time</li> <li>• Story Time Activities</li> </ul>
Chooses reading activities.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Responds to reading activities with interest and enjoyment.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<b>BENCHMARK 3.2: SHOWS INTEREST AND UNDERSTANDING OF THE BASIC CONCEPTS AND CONVENTIONS OF PRINT.</b>		
Handles books correctly, showing increasing skills in print directionality.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.</p> <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Understands that print has meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, pg. 7 Schedule</li> <li>• Unit 1, pg. 8 Morning Message</li> <li>• Unit 1, pg. 82 Letters Make Words</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 3.3: DEMONSTRATES KNOWLEDGE OF THE ALPHABET.</b>		
Recognizes some letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Sound Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Recognizes some letters and words in print.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Sound Instruction</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Identifies some known letters of the alphabet in familiar and unfamiliar words.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Sound Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
<b>BENCHMARK 3.4: DEMONSTRATES EMERGENT PHONEMIC/PHONOLOGICAL AWARENESS.</b>		
Recognizes rhyming words.	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 51 Fancy Rhyming</li> <li>• Unit 2, pg. 164 The Hungry Thing Rhyme Play</li> </ul>
Recognizes sounds that match.	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Make a Scene</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 3.4: DEMONSTRATES EMERGENT PHONEMIC/PHONOLOGICAL AWARENESS</b> <i>continued.</i>		
Produces a rhyming word.	<ul style="list-style-type: none"> <li>Rhyming Words Song</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>Finish the Picture</li> <li>One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 51 Fancy Rhyming</li> <li>Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>Unit 2, Pg. 199 Rhyme Race</li> </ul>
Discriminates separate syllables in words.	<ul style="list-style-type: none"> <li>Syllables</li> <li>Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> </ul>
Makes some letter-sound connections.	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Make a Scene</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>
Identifies some beginning sounds.	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Make a Scene</li> <li>Initial Sound</li> <li>Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
<b>BENCHMARK 3.5: DRAWS MEANING FROM PICTURES, PRINT, AND TEXT.</b>		
Names features of a picture.	<ul style="list-style-type: none"> <li>Look at Details</li> <li>Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
Uses illustrations to tell major events of a story.	<ul style="list-style-type: none"> <li>Sum Up, Five Ws</li> <li>Sum Up, Remember Order</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>



## KENTUCKY'S EARLY CHILDHOOD STANDARDS (2013)

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 3.5: DRAWS MEANING FROM PICTURES, PRINT, AND TEXT <i>continued</i>.</b>		
Understands that text has a specific meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>BENCHMARK 3.6: TELLS AND RETELLS A STORY.</b>		
Imitates act of reading in play.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Acts out main events of a familiar story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> </ul>
Uses pictures and illustrations to tell and retell a story.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> </ul>
Uses prior experience to help make sense of stories.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Retells a story including many details and draws connections between story events.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ENGLISH/LANGUAGE ARTS STANDARD 4: DEMONSTRATES COMPETENCE IN THE BEGINNING SKILLS AND STRATEGIES OF THE WRITING PROCESS.</b>		
<b>BENCHMARK 4.1: UNDERSTANDS THAT THE PURPOSE OF WRITING IS COMMUNICATION.</b>		
Understands that an oral message can be represented by written language.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Understands there is a way to write that conveys meaning.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Understands that once an oral message is written it reads the same way every time.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Name Game (What's Your Name?)</li> <li>• Power Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>BENCHMARK 4.2: PRODUCES MARKS, PICTURES, AND SYMBOLS THAT REPRESENT PRINT AND IDEAS.</b>		
Labels pictures or produces simple texts using scribble writing.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Labels pictures or produces simple texts using letter-like forms.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Uses scribble writing or letter-like forms to represent words or ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Writes recognizable letters.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Writes familiar words.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 4.3: EXPLORES THE PHYSICAL ASPECT OF WRITING.</b>		
Uses tools for writing and drawing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 1, pg. 56 Pencil Grip</li> <li>Introduction, pg. 8 Art Center</li> <li>Introduction, pg. 17 Writing Center</li> </ul>
Experiments with grasp when using a variety of writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 1, pg. 56 Pencil Grip</li> <li>Introduction, pg. 17 Writing Center</li> </ul>
Adjusts body position when writing.		<ul style="list-style-type: none"> <li>Unit 1, pg. 56 Pencil Grip</li> <li>Introduction, pg. 17 Writing Center</li> </ul>
Adjusts paper position when writing.		<ul style="list-style-type: none"> <li>Unit 1, pg. 56 Pencil Grip</li> <li>Introduction, pg. 17 Writing Center</li> </ul>
Shows some evidence of directionality (top to bottom, left to right).	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>HEALTH/MENTAL WELLNESS STANDARD 1: DEMONSTRATES HEALTH/MENTAL WELLNESS IN INDIVIDUAL AND COOPERATIVE SOCIAL ENVIRONMENTS.</b>		
<b>BENCHMARK 1.1: DEMONSTRATES INDEPENDENT BEHAVIOR.</b>		
Follows routines independently.	Children follow directions and routines independently as they progress through the Waterford Early Learning sequence of activities.	<ul style="list-style-type: none"> <li>Unit 1, pg. 6 Listening Rug Rules</li> <li>Unit 1, pg. 10 Good Playing Rules</li> <li>Unit 7, pg. 178 Fox In a Box</li> </ul>
Takes care of personal health/safety needs with adult support as needed.		<ul style="list-style-type: none"> <li>Unit 3, pg. 336 Call for Help</li> <li>Unit 3, pg. 339 Emergency!</li> <li>Unit 7, pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
Identifies healthy food choices.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> <li>Dinner Time</li> <li>The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 319 Plant Part Salad</li> <li>Unit 7, pg. 205 Healthy Eating</li> </ul>
Describes self, using several basic characteristics (e.g., first and last name, gender, age, family, talents, skills, etc.).	<ul style="list-style-type: none"> <li>Books: Mine; Jose Three; Play Ball; Grandpa's Great Athlete</li> <li>Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 149 I Am, I Can</li> <li>Unit 6, pg. 14 Picturing My Body</li> <li>Unit 6, pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>Unit 7, pg. 246 I Know</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.1: DEMONSTRATES INDEPENDENT BEHAVIOR <i>continued</i>.</b>		
Uses materials in a self-directed manner.	<ul style="list-style-type: none"> <li>• Books: My Super Sticky Sandwich; Navajo Beads</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 8 Art Center</li> <li>• Introduction, pg. 13 Reading Center</li> <li>• Introduction, pg. 17 Writing Center</li> <li>• Unit 4, pg. 57 Self-Control Musical Instruments</li> </ul>
<b>BENCHMARK 1.2: SHOWS SOCIAL COOPERATION.</b>		
Plays alongside rather than with other children.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 18 Afternoon Centers</li> <li>• Unit 1, pg. 141 I Am, I Can</li> <li>• Unit 4, pg. 26 Journal Prompt: I feel...</li> </ul>
Plays in groups or pairs based on similar interest.		<ul style="list-style-type: none"> <li>• Unit 2, pg. 246 I Touch My Nose Like This</li> <li>• Unit 6, pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, pg. 249 Friendship</li> </ul>
Makes and maintains a friendship with at least one other child.	<ul style="list-style-type: none"> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 76 Taking Turns Game</li> <li>• Unit 2, pg. 188 Full Buckets</li> <li>• Unit 5, pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
Participates in everyday classroom activities, may need adult direction.		<ul style="list-style-type: none"> <li>• Unit 2, pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• Unit 4, pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Works in small group situations with teacher support.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 32 Train My Brain: Determination</li> <li>• Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Manages transitions.	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 7 Making Changes</li> <li>• Unit 3, pg. 350 Friday Story: The Perfect Square</li> </ul>
Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.	Social-emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 3, pg. 287 Sun Safe Song</li> <li>• Unit 7, pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
Accepts the consequences of one's own actions.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Squirrel's Blocks</li> <li>• Do I Have To?</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.2: SHOWS SOCIAL COOPERATION <i>continued</i>.</b>		
Can identify feelings, likes and dislikes, but may not be able to explain why.	<ul style="list-style-type: none"> <li>• Books: Lumpy Mush; I Hate Peas; Ooey, Gooney Mud; Bad News Shoes</li> <li>• It's Not Fair!</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, pg. 35 I Can Calm Down</li> <li>• Unit 4, pg. 47 Quiet Bottles</li> <li>• Unit 4, pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
Communicates emotions to peers in an appropriate manner.	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"> <li>• Unit 1, pg. 18 Afternoon Centers</li> <li>• Unit 1, pg. 141 I Am, I Can</li> <li>• Unit 4, pg. 26 Journal Prompt: I feel...</li> </ul>
<b>BENCHMARK 1.3: APPLIES SOCIAL PROBLEM SOLVING SKILLS.</b>		
Uses simple strategies to appropriately solve problems by self and within a group.	Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, pg. 68 Dramatic Play: Garage</li> <li>• Unit 4, pg. 13 We're All Happy</li> </ul>
Uses multiple strategies to solve problems.	Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, pg. 68 Dramatic Play: Garage</li> <li>• Unit 2, pg. 202 Kind Kids</li> <li>• Unit 4, pg. 13 We're All Happy</li> <li>• Unit 5, pg. 238 Friends Use Kind Words</li> </ul>
Provides simple but acceptable reasons for ideas in solving problems.	Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 1, pg. 68 Dramatic Play: Garage</li> <li>• Unit 4, pg. 13 We're All Happy</li> </ul>
Asks for help from other sources when solving social and/or cognitive problems.	Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, pg. 68 Dramatic Play: Garage</li> <li>• Unit 4, pg. 13 We're All Happy</li> </ul>
<b>BENCHMARK 1.4: SHOWS A SENSE OF PURPOSE (FUTURE-HOPEFULNESS) .</b>		
Accepts setbacks without giving up.	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, pg. 32 Train My Brain: Determination</li> <li>• Unit 6, pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Attends to task.	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click 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"> <li>• Unit 1, pg. 18 Afternoon Centers</li> <li>• Unit 6, pg. 45 My Brain is Always Growing</li> <li>• Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> </ul>



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.4: SHOWS A SENSE OF PURPOSE (FUTURE-HOPEFULNESS) <i>continued.</i></b>		
Sets short term goals.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 31 Bunny Cakes</li> <li>• Unit 1, pg. 68 Dramatic Play: Garage</li> <li>• Unit 4, pg. 69 Dramatic Play: Aquarium</li> <li>• Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 7, pg. 131 Good Friends Activity: I Pay Attention</li> <li>• Unit 7, pg. 151 How to Wash My Bear</li> </ul>
Projects self into the future.	<ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Demonstrates self-confidence through interactions.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Boo Hoo Baby</li> <li>• Squirrel's Sketches</li> <li>• Perfect Present</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 141 I Am, I Can</li> <li>• Unit 2, pg. 202 Kind Kids</li> <li>• Unit 5, pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
<b>MATH STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.</b>		
<b>BENCHMARK 1.1: DEMONSTRATES AN UNDERSTANDING OF NUMBERS AND COUNTING.</b>		
Imitates rote counting using the names of the numbers.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 4, Pg. 102 Read and Write 6</li> </ul>
Counts in sequence to 5 and beyond.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 73 Read and Write 1 (Activities for Numbers 1-10)</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 2, Pg. 243 Central Park Board Game</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.1: DEMONSTRATES AN UNDERSTANDING OF NUMBERS AND COUNTING</b> <i>continued.</i>		
Arranges sets of objects in one-to-one correspondence.	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 234 Number Books 1-5</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
Understands that a single object is always “one” regardless of size, shape, and/or other attributes.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Match</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> </ul>
Counts concrete objects to 5 and beyond.	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 1, Pg. 108 Read and Write 3</li> </ul>
Uses math language to express quantity in everyday experiences.	<ul style="list-style-type: none"> <li>• Books: Navajo Beads; Half for You and Half for Me; Jump Rope Rhymes; For the Birds; Five Delicious Muffins; I Can’t Wait</li> <li>• Number Books (See titles at end of document.)</li> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 73 Read and Write 1 (Activities for Numbers 1-10)</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 2, Pg. 243 Central Park Board Game</li> </ul>
Compares concrete quantities to determine which has more.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 8 Greater Than</li> </ul>
Recognizes that a set of objects remains the same amount if physically rearranged.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Match</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 234 Number Books 1-5</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
Realizes that the last number counted is the total amount of objects.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Counting and Attendance</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.1: DEMONSTRATES AN UNDERSTANDING OF NUMBERS AND COUNTING</b> <i>continued.</i>		
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Bug Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> </ul>
Names and writes some numerals:	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> </ul>
<b>BENCHMARK 1.2: RECOGNIZES AND DESCRIBES SHAPES AND SPATIAL RELATIONSHIPS.</b>		
Recognizes some basic shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 377 Shape Hunt</li> <li>• Unit 3, Pg. 368 Shape Mural</li> </ul>
Creates and duplicates shapes.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 4, Pg. 28 Classroom Block Party</li> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> </ul>
Completes simple puzzles.	<ul style="list-style-type: none"> <li>• Puzzle Game</li> </ul>	
Identifies shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 377 Shape Hunt</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> </ul>
Recognizes parts of a whole.	<ul style="list-style-type: none"> <li>• Book: Half for You and Half for Me</li> <li>• Equal Part Fractions</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.2: RECOGNIZES AND DESCRIBES SHAPES AND SPATIAL RELATIONSHIPS</b> <i>continued.</i>		
Recognizes the position of objects.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> </ul>
Uses words that indicate directionality, order and position of objects.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• Right, Left</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> <li>• Unit 2, Pg. 251 Body Moves</li> </ul>
<b>BENCHMARK 1.3: USES THE ATTRIBUTES OF OBJECTS FOR COMPARISON AND PATTERNING.</b>		
Matches objects.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Make Comparisons</li> <li>• Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 40 Math: Same Two</li> <li>• Unit 2, pg. 170 Mad Dash Number Match</li> </ul>
Sorts objects by one or more attributes.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Corners and Sides</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 8 Flat or Solid</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 3, Pg. 321 Circles</li> </ul>
Describes objects by one or more attributes.	<ul style="list-style-type: none"> <li>• Songs: Corners and Sides</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 377 Shape Hunt</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> </ul>
Recognizes, duplicates, and extends simple patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns AB; ABB; ABC</li> <li>• Logic Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg., 59 ABC Patterns</li> </ul>
Creates original patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg., 59 ABC Patterns</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.4: USE NONSTANDARD AND/OR STANDARD UNITS TO MEASURE AND DESCRIBE.</b>		
Compares and orders by size.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> </ul>
Uses tools to explore measuring.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Measuring Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 296 We Are All Growing</li> <li>• Unit 7, pg. 136 Exploring Length</li> </ul>
Explores, compares, and describes length, weight or volume using nonstandard units.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Nonstandard Units of Length</li> <li>• Make Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
Explores, compares, and describes length, weight, or volume using standard units.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Capacity</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 296 We Are All Growing</li> <li>• Unit 7, pg. 136 Exploring Length</li> </ul>
Shows awareness of simple time concepts.	<ul style="list-style-type: none"> <li>• Book: How Long Is a Minute?</li> <li>• Tell Time</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Schedule</li> </ul>
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	<ul style="list-style-type: none"> <li>• Book: How Long Is a Minute?</li> <li>• Tell Time</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 7 Schedule</li> <li>• Unit 1, pg. 35 Calendar</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL EDUCATION STANDARD 1: DEMONSTRATES BASIC GROSS AND FINE MOTOR DEVELOPMENT.</b>		
<b>BENCHMARK 1.1: PERFORMS A VARIETY OF LOCOMOTOR SKILLS WITH CONTROL AND BALANCE.</b>		
Demonstrates body spatial awareness in relationship to stationary objects.	<ul style="list-style-type: none"> <li>• Song: Get Over the Bugs</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 221 Over, Under, Through</li> <li>• Unit 3, pg. 304 Farmer Mash</li> <li>• Unit 4, pg. 117 Giraffes Can Dance!</li> </ul>
Walks with skill.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 5, pg. 233 Slide Like a Snail</li> <li>• Unit 6, pg. 53 Floating Robots</li> </ul>
Runs with skill.		<ul style="list-style-type: none"> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, pg. 42 Birds on a Perch</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul>
Climbs, jumps, and/or hops with increased coordination, balance, and control.		<ul style="list-style-type: none"> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, pg. 42 Birds on a Perch</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul>
Experiments with galloping and skipping.		<ul style="list-style-type: none"> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 6, pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
Uses quick stops or changes in direction to avoid contact with moving objects or other people.		<ul style="list-style-type: none"> <li>• Unit 2, pg. 221 Over, Under, Through</li> <li>• Unit 3, pg. 304 Farmer Mash</li> <li>• Unit 4, pg. 117 Giraffes Can Dance!</li> </ul>
<b>BENCHMARK 1.2: PERFORMS A VARIETY OF NON-LOCOMOTOR SKILLS WITH CONTROL AND BALANCE.</b>		
Executes movements that require a stable base.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 130 We're Standing on One Foot!</li> <li>• Unit 4, pg. 42 Birds on a Perch</li> <li>• Unit 6, pg. 7 Dramatic Play: Gym</li> </ul>
Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 5, pg. 233 Slide Like a Snail</li> <li>• Unit 6, pg. 53 Floating Robots</li> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.3: COMBINES A SEQUENCE OF SEVERAL MOTOR SKILLS WITH CONTROL AND BALANCE.</b>		
Walks up and down stairs with alternating steps.		<ul style="list-style-type: none"> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
Explores a variety of movements.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 143 Builders and Bulldozers</li> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 53 Floating Robots</li> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
<b>BENCHMARK 1.4: PERFORMS FINE MOTOR TASKS USING EYE-HAND COORDINATION.</b>		
Explores and manipulates objects in a variety of ways.	The use of Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> </ul>
Uses tools appropriately.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 1, pg. 38 Eric Carle Paintings</li> <li>Unit 1, pg. 56 Pencil Grip</li> <li>Unit 2, pg. 181 Introducing Journals</li> </ul>
Exhibits increasing strength and control.	The daily use of a touch pad or mouse develops strength and hand-eye coordination for control.	<ul style="list-style-type: none"> <li>Unit 1, pg. 56 Pencil Grip</li> <li>Introduction, pg. 8 Art Center</li> <li>Introduction, pg. 17 Writing Center</li> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> </ul>
Performs tasks using more refined and dexterous motions.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SCIENCE STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY)</b>		
<b>BENCHMARK 1.1: EXPLORES FEATURES OF ENVIRONMENT THROUGH MANIPULATION.</b>		
Uses all five senses to examine objects with attention to detail.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, pg. 84 What Do You See?</li> <li>• Unit 1, pg. 86 Excellent Eyes</li> <li>• Unit 1, pg. 105 Pouring Sounds</li> <li>• Unit 1, pg. 152 Slime!</li> <li>• Unit 1, pg. 134 Texture Sort</li> <li>• Unit 2, pg. 165 Safe Smelling</li> <li>• Unit 2, pg. 195 Taste and Smell Snack Activity</li> <li>• Unit 6, pg. 18 Listening To My Body</li> <li>• Unit 2, pg. 196 Sweet, Sour, Bitter, Salty</li> </ul>
Describes objects in the environment using properties of objects.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 289 Rectangles and Squares</li> <li>• Unit 3, pg. 340 Sort It Out</li> <li>• Unit 3, pg. 360 Fancy Shapes</li> <li>• Unit 4, pg. 8 Flat or Solid?</li> </ul>
Describes objects in terms of similarities or differences.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Make Comparisons</li> <li>• Match</li> <li>• Similar Figures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, pg. 121 Frog or Toad?</li> <li>• Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>
<b>BENCHMARK 1.2: INVESTIGATES SIMPLE SCIENTIFIC CONCEPTS.</b>		
Asks simple scientific questions.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 5, pg. 175 Ant Farm Extension</li> <li>• Unit 5, pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>• Unit 6, pg. 18 Listening To My Body</li> </ul>



KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.2: INVESTIGATES SIMPLE SCIENTIFIC CONCEPTS <i>continued.</i></b>		
Observes and/or manipulates objects and events to answer simple scientific questions.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 5, pg. 175 Ant Farm Extension</li> <li>• Unit 5, pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>• Unit 6, pg. 18 Listening To My Body</li> </ul>
Identifies objects that influence or affect other objects.	<ul style="list-style-type: none"> <li>• Song: Precipitation; Conservation</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Sun</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Solid and Liquid</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, pg. 365 Seed Investigation</li> </ul>
<b>BENCHMARK 1.3: USES A VARIETY OF TOOLS TO EXPLORE THE ENVIRONMENT.</b>		
Uses non-standard tools to explore the environment.	<ul style="list-style-type: none"> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 16 Science Center</li> <li>• Unit 1, pg. 24 What Do Scientists Do?</li> <li>• Unit 4, pg. 121 Frog or Toad?</li> <li>• Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 6, pg. 114 Length</li> <li>• Unit 7, pg. 142 Weight</li> <li>• Unit 7, pg. 199 Volume</li> </ul>
Uses standard tools to explore the environment.	<ul style="list-style-type: none"> <li>• Capacity</li> <li>• Magnet</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 16 Science Center</li> <li>• Unit 1, pg. 24 What Do Scientists Do?</li> <li>• Unit 4, pg. 121 Frog or Toad?</li> <li>• Unit 5, pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 6, pg. 114 Length</li> <li>• Unit 7, pg. 142 Weight</li> <li>• Unit 7, pg. 199 Volume</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.4: COLLECTS, DESCRIBES, AND/OR RECORDS INFORMATION THROUGH A VARIETY OF MEANS.</b>		
Collects items with similar properties.	<ul style="list-style-type: none"> <li>• Book: Buttons, Buttons</li> <li>• Rocks</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 289 Rectangles and Squares</li> <li>• Unit 3, pg. 340 Sort It Out</li> <li>• Unit 3, pg. 360 Fancy Shapes</li> <li>• Unit 4, pg. 8 Flat or Solid?</li> </ul>
Describes objects in terms of its properties.	<ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Solid and Liquid</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 289 Rectangles and Squares</li> <li>• Unit 3, pg. 340 Sort It Out</li> <li>• Unit 3, pg. 360 Fancy Shapes</li> <li>• Unit 4, pg. 8 Flat or Solid?</li> </ul>
Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.	<ul style="list-style-type: none"> <li>• Song: Graphing</li> <li>• Calendar/Graph Weather</li> <li>• Graphs</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 176 Smell Survey</li> <li>• Unit 6, pg. 54 Germs</li> </ul>
<b>BENCHMARK 1.5: MAKES AND VERIFIES PREDICTIONS BASED ON PAST EXPERIENCES.</b>		
Asks questions and/or uses other resources to confirm observations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, pg. 365 Seed Investigation</li> </ul>
Makes reasonable explanations using resources, experiments, etc. independently.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 306 How Do Plants Drink?</li> <li>• Unit 5, pg. 175 Ant Farm Extension</li> </ul>
Draws conclusions based on proved/disproved prediction.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, pg. 216 What Do Spiders Like?</li> <li>• Unit 5, pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL STUDIES STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.</b>		
<b>BENCHMARK 1.1: DIFFERENTIATES BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE.</b>		
Recognizes the beginning and end of an event.		<ul style="list-style-type: none"> <li>Unit 1, pg. 98 Dramatic Play: Music Shop</li> <li>Unit 2, pg. 190 Dramatic Play: Junkyard</li> <li>Unit 3, pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> </ul>
Recalls information about the immediate past.		<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, pg. 20 Reflection and Dismissal</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Develops awareness that events occurred before the child's birth.	<ul style="list-style-type: none"> <li>Books: Jose Three; Discovering Dinosaurs; The Story Cloth</li> </ul>	
Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Mathematician Like Pythagoras; I Want to Be a Scientist Like George Washington Carver; Jose Three; The Brothers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, pg. 233 Precipitation</li> <li>Unit 7, pg. 243 What Should I Wear?</li> </ul>
Describes or represents a limited series of events in the correct sequence.	<ul style="list-style-type: none"> <li>Sum Up, Remember Order</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 7 Schedule</li> <li>Unit 1, pg. 35 Calendar</li> <li>Unit 3, pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
Experiments with general terms related to the elements of time.	<ul style="list-style-type: none"> <li>Book: How Long Is a Minute?</li> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 7 Schedule</li> <li>Unit 1, pg. 35 Calendar</li> <li>Unit 3, pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
Makes predictions about what may occur.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, pg. 342 The Water Cycle: Part 1</li> <li>Unit 3, pg. 346 The Water Cycle: Part 2</li> <li>Unit 3, pg. 365 Seed Investigation</li> </ul>
<b>BENCHMARK 1.2: USES ENVIRONMENTAL CLUES AND TOOLS TO UNDERSTAND SURROUNDINGS.</b>		
Distinguishes through demonstration and/or description characteristics of the physical environment.	<ul style="list-style-type: none"> <li>Song: Four Ecosystems</li> <li>Book: Where In the World Would You Go Today?</li> <li>Oceans</li> <li>Deserts</li> <li>Mountains</li> <li>Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, pg. 225 Where We Are</li> <li>Unit 4, pg. 28 Classroom Block Play</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.2: USES ENVIRONMENTAL CLUES AND TOOLS TO UNDERSTAND SURROUNDINGS <i>continued.</i></b>		
Distinguishes different environments by the people or signs that are a part of that environment.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 225 Where We Are</li> <li>• Unit 7, pg. 243 What Should I Wear?</li> <li>• Unit 7, pg. 244 Weather Report</li> </ul>
Recognizes and uses a variety of objects and materials that represent the environment.	<ul style="list-style-type: none"> <li>• Songs: Water; Food From Plants; I Am Part of All I See</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Magnets</li> <li>• Water</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, pg. 319 Plant Part Salad</li> <li>• Unit 3, pg. 349 Where Does Our Water Come From?</li> <li>• Unit 3, pg. 373 Farm to Table</li> </ul>
Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.	<ul style="list-style-type: none"> <li>• Each song in the Sing Around the World series begins with a map showing the location of the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 225 Where We Are</li> </ul>
<b>BENCHMARK 1.3: SHOWS AN AWARENESS OF FUNDAMENTAL ECONOMIC CONCEPTS.</b>		
Recognizes the relationship between supply and demand.		
Recognizes and uses objects for barter or trade.	<ul style="list-style-type: none"> <li>• Book: Bugs For Sale</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 328 We All Have Jobs</li> <li>• Unit 7, pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Recognizes the use of money as a means of exchange.	<ul style="list-style-type: none"> <li>• Books: Bugs For Sale; The Germs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 328 We All Have Jobs</li> <li>• Unit 7, pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>BENCHMARK 1.4: RECOGNIZES AND/OR FOLLOWS RULES WITHIN THE HOME, SCHOOL, AND COMMUNITY.</b>		
Identifies examples of authority.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Soup's On!</li> <li>• Perfect Present</li> <li>• Party Time</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. Arrival and Toy Time</li> <li>• Unit 1, pg. 20 Reflection and Dismissal</li> <li>• Unit 3, pg. 375 Trusted Adults</li> </ul>
Follows routines with little supervision.	Children follow routines independently as they progress through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Unit 1, pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 5, pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
Recognizes there are different rules for different places.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 10 Good Playing Rules</li> <li>• Unit 1, pg. 14 School Field Trip</li> <li>• Unit 5, pg. 246 Good Friends Activity: Library Field Trip</li> <li>• Unit 7, pg. 178 Fox In a Box</li> </ul>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.4: RECOGNIZES AND/OR FOLLOWS RULES WITHIN THE HOME, SCHOOL, AND COMMUNITY <i>continued</i>.</b>		
Understands there are consequences for actions.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Broken Vase</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Follows rules applicable to the situation with little supervision.	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"> <li>• Unit 1, pg. 4 Arrival and Toy Time</li> <li>• Unit 1, pg. 10 Good Playing Rules</li> <li>• Unit 1, pg. 14 School Field Trip</li> <li>• Unit 1, pg. 20 Reflection and Dismissal</li> <li>• Unit 5, pg. 246 Good Friends Activity: Library Field Trip</li> </ul>
<b>BENCHMARK 1.5: DEMONSTRATES UNDERSTANDING OF THE ROLES AND RELATIONSHIPS WITHIN HIS/HER FAMILY AND/OR COMMUNITY.</b>		
Recognizes the roles within his/her home.	<ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• My Family</li> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Soup's On!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, pg. 288 Journals: My Family</li> </ul>
Knows place in family structure.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, pg. 288 Journals: My Family</li> </ul>
Uses familiar relationships to make sense of the world.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Boo Hoo Baby</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, pg. 158 This Belongs to a Friend</li> <li>• Unit 5, pg. 238 Friends Use Kind Words</li> </ul>
<b>BENCHMARK 1.6 KNOWS THAT DIVERSITY EXISTS IN THE WORLD.</b>		
Describes self and/or compares own descriptions with others' descriptions.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three; Grandpa's Great Athlete</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 141 I Am, I Can</li> <li>• Unit 6, pg. 14 Picturing My Body</li> <li>• Unit 6, pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 6, pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, pg. 246 I Know</li> </ul>
Identifies and recognizes gender.	<ul style="list-style-type: none"> <li>• Books: Jack and Jill; Play Ball</li> </ul>	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>BENCHMARK 1.6 KNOWS THAT DIVERSITY EXISTS IN THE WORLD <i>continued.</i></b>		
Recognizes that people differ in language, dress, food, etc.	<ul style="list-style-type: none"> <li>• Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> <li>• Books: Noise? What Noise?; Seeing Fingers; In the Rain</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, pg. 20 An Inclusive Classroom</li> <li>• Unit 3, pg. 288 Journals: My Family</li> <li>• Unit 3, pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 6, pg. 89 Storytelling Festival</li> <li>• Unit 6, pg. 90 Thank You Notes for the Storytellers</li> </ul>
Recognizes and identifies differences in personal characteristics and family makeup.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 6, pg. 14 Picturing My Body</li> <li>• Unit 6, pg. 24 Fingerprints: Same or Different?</li> </ul>
Recognizes that different people have different roles and jobs in the community.		<ul style="list-style-type: none"> <li>• Unit 1, pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, pg. 133 Farmer in the Dell: Word Mix-up</li> <li>• Unit 2, pg. 240 I’m Responsible</li> <li>• Unit 3, pg. 328 We All Have Jobs</li> <li>• Unit 5, pg. 246 Good Friends Activity: Library Field Trip</li> </ul>
Recognizes and accepts similarities and differences.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Unit 1, pg. 149 I Am, I Can</li> <li>• Unit 3, pg. 286 Grandmas: Same and Different</li> <li>• Unit 6, pg. 14 Picturing My Body</li> <li>• Unit 6, pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 6, pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, pg. 246 I Know</li> </ul>

## 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

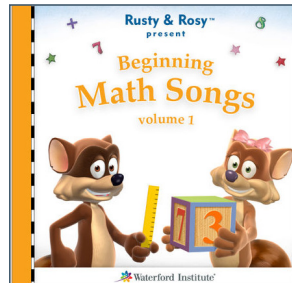
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](http://Waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.