

# CURRICULUM *Correlation*



*\*Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources (including SmartStart Teacher Guides)*

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HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APPROACHES TO LEARNING</b>			
<b>Emotional and Behavioral Self-Regulation</b>			
<b>P-ATL 1 Child manages emotions with increasing independence.</b>			
P-ATL 1a Expresses emotions in ways that are appropriate to the situation	1a,b,c	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Lost and Found</li> <li>Lost Dinosaur</li> <li>Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
P-ATL 1b Looks for adult assistance when emotions are most intense	1a 2a	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
P-ATL 1c Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	1a,b,c	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
<b>P-ATL 2 Child follows classroom rules and routines with increasing independence.</b>			
P-ATL 2a Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	1b 3a	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Listening Rug Rules</li> <li>Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 10 Good Playing Rules</li> </ul>
P-ATL 2b Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	1b,c 3a		<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
P-ATL 2c Responds to signals when transitioning from one activity to another.	1b	When the student's session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, "Your turn is finished. You've done a good job."	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1 Pg. 36 Jump Up and Down Transition</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-ATL 3 Child appropriately handles and takes care of classroom materials.</b>			
P-ATL 3a Appropriately handles materials during activities	1b,c 3a	Waterford's Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other's property as well as their own.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 22 Name Song</li> <li>Unit 1, Pg. 31 Cleanup and Center Review</li> </ul>
P-ATL 3b Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	1c 3a	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>Clubhouse</li> <li>Count to 10, Pigeon Marmot Clean-up</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 22 Name Song</li> <li>Unit 1, Pg. 31 Cleanup and Center Review</li> </ul>
<b>P-ATL 4 Child manages actions, words, and behavior with increasing independence.</b>			
P-ATL 4a Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.	1a,b,c	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>Introduction, Pg. 16 Private Place</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
P-ATL 4b Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	1a,b,c	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
P-ATL 4c Waits for turn, such as waits in line to wash hands or waits for turn on swings	1b,c	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Homelink: Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 39 Quiet Time</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-ATL 4 Child manages actions, words, and behavior with increasing independence.</b>			
P-ATL 4d Refrains from aggressive behavior towards others.	1b 2c,d 3a	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
P-ATL 4e Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	1b 2c 3a,b	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Cognitive Self-Regulation (Executive Functioning)</b>			
<b>P-ATL 5 Child demonstrates an increasing ability to control impulses.</b>			
P-ATL 5a Stops an engaging activity to transition to another less desirable activity with adult guidance and support.	1b 8b 11a	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>
P-ATL 5b Delays having desires met, such as agreeing to wait turn to start an activity.	1a,b	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Homelink: Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg. 80 Waiting Game</li> </ul>
P-ATL 5c Without adult reminders, waits to communicate information to a group.	1b 3a 10b	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Homelink: Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> </ul>
P-ATL 5d Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	1a,b 3a 10b	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Homelink: Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 6, Pg. 75 Grown-Up Manners</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-ATL 6 Child maintains focus and sustains attention with minimal adult support.</b>			
P-ATL 6a Maintains focus on activities for extended periods of time, such as 15 minutes or more.	11a,b	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
P-ATL 6b Engages in purposeful play for extended periods of time.	11a,b	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> </ul>
P-ATL 6c Attends to adult during large and small group activities with minimal support.	11a		<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> </ul>
<b>P-ATL 7 Child persists in tasks.</b>			
P-ATL 7a Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	11b	Waterford digital activities run on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance 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>
P-ATL 7b Returns with focus to an activity or project after having been away from it.	11b	<ul style="list-style-type: none"> <li>Observe a Simple System</li> <li>Today</li> <li>Weather</li> <li>Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 4, Pg. 118 Raising Tadpoles</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
<b>P-ATL 8 Child holds information in mind and manipulates it to perform tasks.</b>			
P-ATL 8a Accurately recounts recent experiences in the correct order and includes relevant details.	12a	<ul style="list-style-type: none"> <li>Look at Details</li> <li>Sum Up—Remember Order Up</li> <li>First, Next, and Last</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Journal Activities</li> </ul>
P-ATL 8b Successfully follows detailed, multi-step directions, sometimes with reminders.	8b 11a	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>

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HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-ATL 8 Child holds information in mind and manipulates it to perform tasks.</b>			
P-ATL 8c Remembers actions to go with stories or songs shortly after being taught.	12a	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>
<b>P-ATL 9 Child demonstrates flexibility in thinking and behavior.</b>			
P-ATL 9a Tries different strategies to complete work or solve problems including with other children.	2c 3b 11c,e	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. 110 Plan, Do, Review</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
P-ATL 9b Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	1b 3a 8b		<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 39 Quiet Time</li> </ul>
P-ATL 9c Transitions between activities without getting upset.	1a,b 8b		<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 24 Schedule</li> <li>Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>Unit 1, Pg. 59 Cleanup and Review</li> </ul>
<b>Initiative and Curiosity</b>			
<b>P-ATL 10 Child demonstrates initiative and independence.</b>			
P-ATL 10a Engages in independent activities.	11a,b,d	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> </ul>
P-ATL 10b Makes choices and communicates these to adults and other children.	2a,c 10a	Waterford's Central Park character Squirrel, models independence and communicates his choices in engaging videos.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-ATL 10 Child demonstrates initiative and independence.</b>			
P-ATL 10c Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	11c,d,e	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> </ul>
P-ATL 10d Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	1c 2c,d 14b	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
<b>P-ATL 11 Child shows interest in and curiosity about the world around them.</b>			
P-ATL 11a Asks questions and seeks new information.	11d	<ul style="list-style-type: none"> <li>Books: Guess What I Am; Where In the World Would You Go Today?; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Center Activities</li> <li>Morning Meetings</li> </ul>
P-ATL 11b Is willing to participate in new activities or experiences even if they are perceived as challenging.	11a,b,d	<ul style="list-style-type: none"> <li>Marmot's Basket</li> <li>Perfect Present</li> <li>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> </ul>
P-ATL 11c Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	11d	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
<b>Creativity</b>			
<b>P-ATL 12 Child expresses creativity in thinking and communication.</b>			
P-ATL 12a Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	11c,d,e	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>



# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-ATL 12 Child expresses creativity in thinking and communication.</b>			
P-ATL 12b Approaches tasks, activities, and play in ways that show creative problem solving.	11c,e 12b	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Perfect Present</li> <li>• Squirrel's Blocks</li> <li>• Baby's Ball</li> </ul>	<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> <li>• Center Activities</li> </ul>
P-ATL 12c Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	9a,b 33 34 35 36	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
<b>P-ATL 13 Child uses imagination in play and interactions with others.</b>			
P-ATL 13a Engages in social and pretend play.	2c 11e 14b 36	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Marmot's Basket</li> <li>• Mama's Melody</li> <li>• Papa's Play</li> <li>• Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
P-ATL 13b Uses imagination with materials to create stories or works of art.	11e 14a,b 19b 33 36	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> </ul>
P-ATL 13c Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	14a	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Soup's On!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>			
<b>Relationships with Adults</b>			
<b>P-SE 1 Child engages in and maintains positive relationships and interactions with adults.</b>			
P-SE 1a Interacts readily with trusted adults.	2a	<ul style="list-style-type: none"> <li>Where's Papa?</li> <li>Find Me!</li> <li>Lost and Found</li> <li>Musical Mayhem</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 373 Trusted Adults</li> </ul>
P-SE 1b Engages in some positive interactions with less familiar adults, such as parent volunteers.	2d	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
P-SE 1c Shows affection and preference for adults who interact with them on a regular basis.	2a	<ul style="list-style-type: none"> <li>Party Time</li> <li>Come Inside</li> <li>My Family</li> <li>Where's Papa?</li> <li>Find Me!</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 3, Pg. 373 Trusted Adults</li> </ul>
P-SE 1d Seeks help from adults when needed.	2a	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 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> </ul>
<b>P-SE 2 Child engages in prosocial and cooperative behavior with adults.</b>			
P-SE 2a Engages in prosocial behaviors with adults, such as using respectful language or greetings.	2a 10a,b	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.  <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SE 2 Child engages in prosocial and cooperative behavior with adults.</b>			
P-SE 2b Attends to an adult when asked.	2a 8b 10a,b 11a	<ul style="list-style-type: none"> <li>Soup's On!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
P-SE 2c Follows adult guidelines and expectations for appropriate behavior.	1b 2a 3a 8b 10a,b 11a	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> <li>Homelink: Please and Thank You</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
P-SE 2d Asks or waits for adult permission before doing something when they are unsure.	1b 3a 8b 11a		<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
<b>Relationships with Other Children</b>			
<b>P-SE 3 Child engages in and maintains positive interactions and relationships with other children.</b>			
P-SE 3a Engages in and maintains positive interactions with other children.	2c,d	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
P-SE 3b Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	1b 2c,d 3a,b 11d,e 14b	<ul style="list-style-type: none"> <li>Book: Will You Play With Me?</li> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Pretend Play</li> <li>Party Time</li> <li>Musical Mayhem</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play Good</li> <li>Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 88 Let's Play</li> <li>Unit 6, Pg. 54 Good Friends Activity: Can I Play With You?</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SE 3 Child engages in and maintains positive interactions and relationships with other children.</b>			
P-SE 3c Takes turns in conversations and interactions with other children.	2c 10a,b	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
P-SE 3d Develops friendships with one or two preferred other children.	2d	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
<b>P-SE 4 Child engages in cooperative play with other children.</b>			
P-SE 4a Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	2c,d 3a,b 10a,b 11e 14b	<ul style="list-style-type: none"> <li>Marmot's Basket</li> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Good Playing Rules Guess My Rule</li> <li>Role Play</li> <li>Do You Have?</li> <li>This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 1, Pg. 88 Let's Play</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Dramatic Play Activities</li> </ul>
P-SE 4b Demonstrates willingness to include others' ideas during interactions and play.	11c,e	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>Marmot's Basket</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>Do You Have?</li> <li>Guess My Rule</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 88 Let's Play</li> <li>Dramatic Play Activities</li> </ul>
P-SE 4c Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	2b	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
P-SE 4d Engages in reflection and conversation about past play experiences.	9d 10a	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Do I Have To?</li> <li>It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
<b>P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children.</b>			
P-SE 5a Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"	2b 3b 11c	<ul style="list-style-type: none"> <li>Books: Play Ball;</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emotion Cards</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 88 Let's Play</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children.</b>			
P-SE 5a Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	3a,b	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. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>
P-SE 5a Expresses feelings, needs, and opinions in conflict situations.	1a,c 2c 10a 11c	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Feelings Posters</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>
P-SE 5a Seeks adult help when needed to resolve conflicts.	1b 2a	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 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>
<b>Emotional Functioning</b>			
<b>P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.</b>			
P-SE 6a Recognizes and labels basic emotions in books or photographs.	2b	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Find Me!</li> <li>Clubhouse</li> <li>Lost and Found</li> <li>It's Not Fair!</li> <li>Come Inside</li> <li>My Family</li> <li>Lost Keys</li> <li>Noisy Children</li> <li>Lost Dinosaur</li> <li>Squirrel's Blocks</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Feelings Posters</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.</b>			
P-SE 6b Uses words to describe own feelings.	1a	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Guess How I'm Feeling</li> <li>Feelings Posters</li> <li>Panda and Tornado</li> </ul>	
P-SE 6c Uses words to describe the feelings of adults or other children.	1a 2b	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> <li>Baby's Berries</li> <li>Papa's Thumb</li> <li>Lost Keys</li> <li>Noisy Children</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>
<b>P-SE 7 Child expresses care and concern toward others.</b>			
P-SE 7a Makes empathetic statements to adults or other children.	2b	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Musical Mayhem</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 188 Full Buckets</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
P-SE 7b Offers support to adults or other children who are distressed.	2b,c	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SE 8 Child manages emotions with increasing independence.</b>			
P-SE 8a Expresses feelings in ways that are appropriate to the situation.	1a,b	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> <li>• Soup's On!</li> <li>• Lost and Found</li> <li>• Where's Papa?</li> <li>• Papa's Thumb</li> <li>• Lost Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
P-SE 8b Looks for adult assistance when emotions are most intense.	2a	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>
P-SE 8c Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.	1a,b,c	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>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
<b>Sense of Identity and Belonging</b>			
<b>P-SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</b>			
P-SE 9a Describes self using several different characteristics.	29	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Name Is Squirrel</li> <li>• Come Inside</li> <li>• Squirrel Sketches</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
P-SE 9b Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	29	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooey Mud; I Hate Peas; Lumpy Mush; Grandpa's Great Athlete; Bad News Shoes; Movin' to the Music Time</li> <li>• Squirrel's Sketches</li> <li>• My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SE 10 Child expresses confidence in own skills and positive feelings about self.</b>			
P-SE 10a Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	3b	<ul style="list-style-type: none"> <li>Find Me!</li> <li>Musical Mayhem</li> <li>Squirrel's Sketches</li> <li>Boo Hoo Baby</li> <li>Baby's Berries</li> </ul>	<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>
P-SE 10b Expresses own ideas or beliefs in group contexts or in interactions with others.	2c 10a	<ul style="list-style-type: none"> <li>Soup's On!</li> <li>My Family</li> <li>Marmot's Basket</li> <li>Musical Mayhem</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> </ul>
P-SE 10c Uses positive words to describe self, such as kind or hard-worker.	29	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Grandpa's Great Athlete</li> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
<b>P-SE 11 Child has sense of belonging to family, community, and other groups.</b>			
P-SE 11a Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	29	<ul style="list-style-type: none"> <li>Books: Mine; José Three; The Story Cloth</li> <li>Clubhouse</li> <li>Come Inside</li> <li>My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 1, Pg. 4 The Name Song</li> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
P-SE 11b Relates personal stories about being a part of different groups.	9d 12a 29		<ul style="list-style-type: none"> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
P-SE 11c Identifies similarities and differences about self across familiar environments and settings.	29	<ul style="list-style-type: none"> <li>Song: Same and Different</li> <li>Book: Mine</li> <li>Look at Details</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>
<b>LANGUAGE AND COMMUNICATION</b>			
<b>Attending and Understanding</b>			
<b>P-LC 1 Child attends to communication and language from others.</b>			
P-LC 1a Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	8a 9b 10a,b	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Marmot's Basket</li> <li>Musical Mayhem</li> <li>Find Me</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Find the Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 4 Guess How I'm Feeling</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-LC 1 Child attends to communication and language from others.</b>			
P-LC 1b Shows ongoing connection to a conversation, group discussion, or presentation.	10a 11a,d 12b	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate.	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
<b>P-LC 2 Child understands and responds to increasingly complex communication and language from others.</b>			
P-LC 2a Shows an ability to recall (in order) multiple step directions.	8b 12a	Children interacting with Waterford activities are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
P-LC 2b Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?”	8a	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Sum Up—Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 7, Pg. 150 What Doesn’t Belong</li> </ul>
P-LC 2c Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.	8a 9c	<ul style="list-style-type: none"> <li>• Songs: Sentences; Sentence Marks</li> <li>• Sum Up—Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
P-LC 2d Shows an understanding of talk related to the past or future.	9d	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; I Can’t Wait; I Want to be a Scientist Like Jane Goodall; I Want to be a Scientist Like George Washington Carver; I Want to be a Scientist Like Wilbur and Orville Wright</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <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>
P-LC 2e Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	8a 11a 37	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along 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>• Story Time Activities</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Communicating and Speaking</b>			
<b>P-LC 3 Child varies the amount of information provided to meet the demands of the situation.</b>			
P-LC 3a Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	9b 10a 12a	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Do I Have To?</li> <li>It's Not Fair!</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 5, Pg. 173 Asking for Help</li> </ul>
P-LC 3b Uses language, spoken or sign, to clarify a word or statement when misunderstood.	9a,b	<ul style="list-style-type: none"> <li>Books: The Germs; The Alligator in the Library; My Super Sticky Sandwich</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 5, Pg. 173 Asking for Help</li> </ul>
P-LC 3c Children who are DLLs may switch between their languages.	37 38	Children who are DLLs often thrive due to the scaffolded support and individual learning comprehension practice they receive while interacting with the courseware. Waterford's Spanish Language Support provides instructions in English and Spanish. With this feature enabled, children hear the instructions in English. If they select Repeat, children hear the instructions in Spanish and then again in English.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 4, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>Unit 4, Pg. 251 Body Moves</li> </ul>
<b>P-LC 4 Child understands, follows, and uses appropriate social and conversational rules.</b>			
P-LC 4a Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	10a,b	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<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 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
P-LC 4b With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret	10b		<ul style="list-style-type: none"> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Dramatic Play Activities</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways.</b>			
P-LC 5a Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	9b,c	Waterford activities introduce letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> <li>Letter Sound Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
P-LC 5b Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.	9c	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
P-LC 5c Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.	9d 10a 12a 18a,c	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Find an Answer</li> <li>Sum Up—Five Ws</li> <li>Sum Up—Remember Order</li> <li>Look at Details</li> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
<b>Vocabulary</b>			
<b>P-LC 6 Child understands and uses a wide variety of words for a variety of purposes.</b>			
P-LC 6a Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.	9a	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-LC 6 Child understands and uses a wide variety of words for a variety of purposes.</b>			
P-LC 6b Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	8a 9a	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. <ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
P-LC 6c With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.	9a	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. <ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
P-LC 6d With support, forms guesses about the meaning of new words from context clues.	11d 12b	<ul style="list-style-type: none"> <li>• Song: Look for a Clue</li> <li>• Rusty and Rosy’s Clues</li> <li>• Use a Clue</li> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
<b>P-LC 7 Child shows understanding of word categories and relationships among words.</b>			
P-LC 7a Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	13	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-LC 7 Child shows understanding of word categories and relationships among words.</b>			
P-LC 7b Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”	13	Waterford online books 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.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
P-LC 7c Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	13	<ul style="list-style-type: none"> <li>Songs: Living and Nonliving; Verbs; Synonym Tree; Four Ecosystems; I Am Part of All I See</li> <li>Book: Where in the World Would You Go Today?</li> <li>Living or Nonliving</li> <li>Mammals</li> <li>Fish</li> <li>Birds</li> <li>Amphibians</li> <li>Reptiles</li> <li>Plants</li> <li>Insects</li> <li>Deserts</li> <li>Mountains</li> <li>Oceans</li> <li>Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 4, Pg. 16 Vertebrates Have Bones</li> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 5, Pg. 155 Vertebrate Sort and Review</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul>
P-LC 7d Identifies key common antonyms, such as black/white or up/down. Identifies 1-2 synonyms for very familiar words, such as glad or happy.	8a 9a	<ul style="list-style-type: none"> <li>Songs: Big Small; Savanna Size; Synonym Tree; Antonym Ant</li> <li>Book: Opposites</li> <li>Opposites</li> <li>Tall and Short</li> <li>Heavy and Light</li> <li>Big and Little</li> <li>Large Small Toys</li> <li>Big Little Animals</li> </ul>	
P-LC 7e Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”	8a 9a	<ul style="list-style-type: none"> <li>Songs: Synonym Tree; Savanna Size; Adjectives Describe</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 147 Charting Weight</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LITERACY</b>			
<b>Phonological Awareness</b>			
<b>P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound.</b>			
P-LIT 1a Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”	15a	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</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> </ul>
P-LIT 1b Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”	15b	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound</li> <li>• Coloring Game (Make a Scene)</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. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
P-LIT 1c Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	15b	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> </ul>
<b>Print and Alphabet Knowledge</b>			
<b>P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</b>			
P-LIT 2a Understands that print is organized differently for different purposes, such as a note, list, or storybook.	17a,b	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality Introduction</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
P-LIT 2b Understands that written words are made up of a group of individual letters.	16b 17b	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</b>			
P-LIT 2c Begins to point to single-syllable words while reading simple, memorized texts.	18a,b	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> </ul>
P-LIT 2d Identifies book parts and features, such as the front, back, title, and author.	17a 18a,b	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> <li>Story Time Activities</li> </ul>
<b>P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters.</b>			
P-LIT 3a Names 18 upper- and 15 lower-case letters.	16a	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Pictures</li> <li>Find the Letter</li> <li>Fast Letter Fun</li> <li>Letter Checker</li> <li>Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 4, Pg. 46 Lowercase Letters</li> </ul>
P-LIT 3b Knows the sounds associated with several letters.	16b	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Letter Sound</li> <li>Sound Room</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
<b>Comprehension and Text Structure</b>			
<b>P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling.</b>			
P-LIT 4a Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	12a,b 18c	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Sum Up—Remember Order</li> <li>Sum Up—Five Ws</li> <li>What Comes Next?</li> <li>Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>Dramatic Play Activities</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling.</b>			
P-LIT 4b Tells fictional or personal stories using a sequence of at least 2-3 connected events.	9d 12a,b	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up—Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> </ul>
P-LIT 4c Identifies characters and main events in books and stories.	18a,b,c	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Story Time Activities</li> </ul>
<b>P-LIT 5 Child asks and answers questions about a book that was read aloud.</b>			
P-LIT 5a Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”	12a,b 18a	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up—Five Ws</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Story Time Activities</li> </ul>
P-LIT 5b Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.	12b 18a,b	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Peek at the Story</li> <li>• Describe Characters</li> <li>• Sum Up—Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Story Time Activities</li> </ul>



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-LIT 5 Child asks and answers questions about a book that was read aloud.</b>			
P-LIT 5c Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	12a 18c	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up— Remember Order</li> <li>• Sum Up— Five Ws</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Story Time Activities</li> </ul>
<b>Writing</b>			
<b>P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</b>			
P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.	16a,b 19b	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <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> </ul>
P-LIT 6b Shows an interest in copying simple words posted in the classroom.	16a,b 19b	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</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> </ul>
P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.	7b 16a,b 19b	<ul style="list-style-type: none"> <li>• Letter Pictures</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> </ul>
P-LIT 6d Writes first name correctly or close to correctly.	7b 16a,b 19a	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
P-LIT 6e Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	7b 16a,b 17b 19b	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS DEVELOPMENT</b>			
<b>Counting and Cardinality</b>			
<b>P-MATH 1 Child knows number names and the count sequence.</b>			
P-MATH 1 Counts verbally or signs to at least 20 by ones.	20a	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>P-MATH 2 Child recognizes the number of objects in a small set.</b>			
P-MATH 2 Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	20b	<ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Bug Bits</li> <li>Make and Count Groups</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Dot Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<b>P-MATH 3 Child understands the relationship between numbers and quantities.</b>			
P-MATH 3a When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	20a,b,c	<ul style="list-style-type: none"> <li>One-to-One Correspondence</li> <li>Counting Songs</li> <li>Match Numbers</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Number Practice</li> <li>Bug Bits</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
P-MATH 3b Counts and answers “How many?” questions for approximately 10 objects.	20a,b	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Match Numbers</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Bug Bits</li> <li>Make and Count Groups</li> <li>One-to-One Correspondence</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> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-MATH 3 Child understands the relationship between numbers and quantities.</b>			
P-MATH 3c Accurately counts as many as 5 objects in a scattered configuration.	20a	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Match Numbers</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Bug Bits</li> <li>Make and Count Groups</li> <li>One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
P-MATH 3d Understands that each successive number name refers to a quantity that is one larger.	20b	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Make and Count Groups</li> <li>One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 2, Pg. 252 Find One More</li> <li>Unit 2, Pg. 261 Make One More</li> </ul>
P-MATH 3e Understands that the last number said represents the number of objects in a set.	20a,b,c	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Match Numbers</li> <li>One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <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> </ul>
<b>P-MATH 4 Child compares numbers.</b>			
P-MATH 4a Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	22	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than, Fewer Than</li> <li>More Than</li> <li>Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 8 Greater Than</li> <li>Unit 6, Pg. 71 Less Than</li> <li>Unit 6, Pg. 105 Quantities to 10</li> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
P-MATH 4b Identifies and uses numbers related to order or position from first to tenth.	22	<ul style="list-style-type: none"> <li>Song: Monster Trucks</li> <li>Book: The Circus Came to Town</li> <li>Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Counting and Attendance</li> <li>Introduce and Count Number Activities</li> <li>Unit 2, Pg. 235 Number Books 1-5</li> <li>Unit 2, Pg. 243 Central Park Boardgame</li> </ul>
<b>P-MATH 5 Child associates a quantity with written numerals up to 5 and begins to write numbers.</b>			
P-MATH 5a Associates a number of objects with a written numeral 0-5.	20b,c	<ul style="list-style-type: none"> <li>Number Counting</li> <li>Match Numbers</li> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Number Activities</li> <li>Introduce and Count Number Activities</li> <li>Unit 2, Pg. 235 Number Books 1-5</li> </ul>
P-MATH 5b Recognizes and, with support, writes some numerals up to 10.	7b	<ul style="list-style-type: none"> <li>Number Instruction</li> <li>Number Practice</li> </ul>	<ul style="list-style-type: none"> <li>Read and Write Number Activities</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Operations and Algebraic Thinking</b>			
<b>P-MATH 6 Child understands addition as adding to and understands subtraction as taking away from.</b>			
P-MATH 6a Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	7a,b	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition</li> <li>Book: Five Delicious Muffins</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> <li>Add Groups</li> <li>Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, pg. 83 Ten Frame Game</li> <li>Unit 7, Pg. 180 Build One More</li> <li>Unit 7, Pg. 229 Build One Less</li> <li>Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
P-MATH 6b Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.	11c	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition</li> <li>Book: Five Delicious Muffins</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> <li>Add Groups</li> <li>Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>Unit 6, pg. 83 Ten Frame Game</li> <li>Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
P-MATH 6c With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three...” and then counts on “Four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three...two!” (keeping track with fingers).	20a	<ul style="list-style-type: none"> <li>Songs: Counting On; Counting Backward</li> <li>Book: A Space Adventure</li> <li>Count On</li> <li>Count Down</li> <li>Counting Back</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 3, Pg. 271 What Comes Next?</li> <li>Unit 5, Pg. 160 Counting On</li> <li>Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>Unit 7, Pg. 180 Build One More</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-MATH 7 Child understands simple patterns.</b>			
P-MATH 7a Fills in missing elements of simple patterns.	23	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern AB</li> <li>Pattern ABC</li> <li>Pattern ABB</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>
P-MATH 7b Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	23	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern AB</li> <li>Pattern ABC</li> <li>Pattern ABB</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>
P-MATH 7c Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	23	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern AB</li> <li>Pattern ABC</li> <li>Pattern ABB</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>
<b>Measurement</b>			
<b>P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</b>			
P-MATH 8a Measures using the same unit, such as putting together snap cubes to see how tall a book is.	22	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 200 Which Cup Holds More?</li> <li>Unit 7, Pg. 209 Exploring Volume</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.			
P-MATH 8b Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.	22	<ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest; Big Small</li> <li>Big and Little</li> <li>Heavy and Light</li> <li>Size</li> <li>Order Size</li> <li>Make Comparisons</li> <li>Big Little Animals</li> <li>Large Small Toys</li> <li>Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 147 Charting Weight</li> </ul>
P-MATH 8c Uses comparative language, such as shortest, heavier, or biggest.	22	<ul style="list-style-type: none"> <li>Song: Large, Larger, Largest</li> <li>Big and Little</li> <li>Order Size</li> <li>Tall and Short</li> <li>Heavy and Light</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 147 Charting Weight</li> </ul>
<b>Geometry and Spatial Sense</b>			
P-MATH 9 Child identifies, describes, compares, and composes shapes.			
P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.	21b	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>Books: Imagination Shapes; The Shape of Things</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 289 Rectangles and Squares</li> <li>Unit 3, Pg. 299 Triangles</li> <li>Unit 3, Pg. 320 Circles</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK 2015

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-MATH 9 Child identifies, describes, compares, and composes shapes.</b>			
P-MATH 9b Correctly names basic shapes regardless of size and orientation.	21b	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>Books: Imagination Shapes; The Shape of Things</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 289 Rectangles and Squares</li> <li>Unit 3, Pg. 299 Triangles</li> <li>Unit 3, Pg. 320 Circles</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	21b 22	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites; All Sorts of Laundry; Savanna Size; Same and Different</li> <li>Books: Imagination Shapes; The Shape of Things; Buttons, Buttons</li> <li>Size</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 3, Pg. 310 Make a Triangle</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 3, Pg. 368 Shapes Mural</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
P-MATH 9d Creates and builds shapes from components.	21b	<ul style="list-style-type: none"> <li>Geoboard</li> <li>Tangrams</li> </ul>	
<b>P-MATH 10 Child explores the positions of objects in space.</b>			
P-MATH 10a Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.	21a	<ul style="list-style-type: none"> <li>Songs: Get Over the Bugs; Positioning; Monster Trucks</li> <li>Book: Up in the Air</li> <li>First, Middle, Last</li> <li>Over, Under, Above, Below</li> <li>Over, Under, and Through</li> <li>Top, Beside, and Bottom</li> <li>Inside, Outside, Between</li> <li>Position</li> <li>Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-MATH 10 Child explores the positions of objects in space.</b>			
P-MATH 10b Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	8b 21a	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 4, Pg. 42 Birds On a Perch</li> </ul>
<b>SCIENTIFIC REASONING</b>			
<b>Scientific Inquiry</b>			
<b>P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).</b>			
P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.	11d 24 26	<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>• Smell</li> <li>• Taste</li> <li>• Touch</li> <li>• Hearing</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	28	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Weather Tools</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Science Center</li> </ul>
P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	26	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Adjectives Describe; The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>



HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).</b>			
P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.	14a	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Create Your Own Environment: Mammals; Birds; Water; Precipitation; Winter; Worms; Spiders; Insects; Fish; Constellations; Plants; Amphibians; Reptiles</li> </ul>	<ul style="list-style-type: none"> <li>• Science Center</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<b>P-SCI 2 Child engages in scientific talk.</b>			
P-SCI 2a Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.	24	<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 Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <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>
P-SCI 2b Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	24 25 26	<ul style="list-style-type: none"> <li>• Songs: Ecosystems; Vertebrates; Invertebrates; The Scientific Method</li> <li>• Science Books (See titles at end of document.)</li> <li>• Mammals</li> <li>• Fish</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Plants</li> <li>• Insects</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SCI 3 Child compares and categorizes observable phenomenon.</b>			
P-SCI 3a Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	13	<ul style="list-style-type: none"> <li>Songs: Five Senses; All Sorts of Laundry; Plant or Animal; Living and Nonliving</li> <li>Sort</li> <li>Size</li> <li>Heavy and Light</li> <li>Tall and Short</li> <li>Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 107 Sound Box Match Up</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
P-SCI 3b Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.	28	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Science Tools</li> <li>Weather Tools</li> <li>Capacity</li> <li>Length</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul>
<b>Reasoning and Problem-Solving</b>			
<b>P-SCI 4 Child asks a question, gathers information, and makes predictions.</b>			
P-SCI 4a Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.	24	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
P-SCI 4b Gathers information about a question by looking at books or discussing prior knowledge and observations.	11d 12b 24	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> </ul>	<ul style="list-style-type: none"> <li>Science Center</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SCI 4 Child asks a question, gathers information, and makes predictions.</b>			
P-SCI 4c Makes predictions and brainstorms solutions based on background knowledge and experiences such as “I think that plants need water to grow” or “I think adding yellow paint to purple will make brown”.	12a,b 25 26	<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. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> </ul>
<b>P-SCI 5: Child plans and conducts investigations and experiments.</b>			
P-SCI 5a Articulates steps to be taken and lists materials needed for an investigation or experiment.	24 28	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
P-SCI 5b Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.	24 28	<ul style="list-style-type: none"> <li>Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
P-SCI 5c Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.	11d 14a 24 28	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Science Tools</li> <li>Sight</li> <li>Touch</li> <li>Hearing</li> <li>Taste</li> <li>Smell</li> <li>Calendar/Graph Weather</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 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-SCI 6 Child analyzes results, draws conclusions, and communicates results.</b>			
P-SCI 6a Analyzes and interprets data and summarizes results of investigation.	12b	<ul style="list-style-type: none"> <li>Observe a Simple System</li> <li>Calendar/Graph Weather</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
P-SCI 6b Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	12b	<ul style="list-style-type: none"> <li>Observe a Simple System</li> <li>Science Investigation</li> <li>Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> </ul>
P-SCI 6c With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	12b 24	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Observe a Simple System</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> </ul>
P-SCI 6d Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.	9a,b 10a 12b 14a 25	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Observe a Simple System</li> <li>Science Investigation</li> <li>Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
<b>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b>			
<b>Gross Motor</b>			
<b>P-PMP 1 Child demonstrates control, strength, and coordination of large muscles.</b>			
P-PMP 1a Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.	5		<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 7, Pg. 238 Surfing the Waves</li> </ul>
P-PMP 1b Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.	4		<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 7, Pg. 238 Surfing the Waves</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-PMP 1 Child demonstrates control, strength, and coordination of large muscles.</b>			
P-PMP 1c Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.	4		<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>P-PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people.</b>			
P-PMP 2a Demonstrates awareness of own body and other people's space during interactions.	21a	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 169 Personal Space Circle</li> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
P-PMP 2b Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.	4 6		<ul style="list-style-type: none"> <li>Unit 2, Pg. 169 Personal Space Circle</li> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
P-PMP 2c When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.	4 6 21a	<ul style="list-style-type: none"> <li>Song: Positioning</li> <li>Top, Beside, and Bottom</li> <li>Inside, Outside, Between</li> <li>Position</li> <li>Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1m Pg. 14 School Field Trip</li> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
P-PMP 2d Changes directions when moving with little difficulty.	4 6		<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Fine Motor</b>			
<b>P-PMP 3 Child demonstrates control, strength, and coordination of small muscles.</b>			
P-PMP 3a Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	7a	The use of Waterford software requires children to manipulate a mouse or touch pad. The daily use of a touch pad or mouse develops hand-eye coordination and dexterity.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> <li>• Visual Arts Activities</li> </ul>
P-PMP 3b Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	7b	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Pencil Grip</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>
P-PMP 3c Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	7a	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.	<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>
<b>Health, Safety, and Nutrition</b>			
<b>P-PMP 4 Child demonstrates personal hygiene and self-care skills.</b>			
P-PMP 4a Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	1c	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Health Experiment</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Hand Washing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>
P-PMP 4b Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	1c	<ul style="list-style-type: none"> <li>• Teeth</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Learning Together: Health</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>

HEAD START STANDARDS	TS-G	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits.</b>			
P-PMP 5a Identifies a variety of healthy and unhealthy foods.	1c	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>My Healthy Plate</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>
P-PMP 5b Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	1c	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>My Healthy Plate</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>
P-PMP 5c Moderates food consumption based on awareness of own hunger and fullness.	1b,c	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 205 Healthy Eating</li> </ul>
<b>P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.</b>			
P-PMP 6a Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	3a 12a	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<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 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
P-PMP 6b Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	1b 2a 12a,b	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> <li>Life Jackets and Floaties</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</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



## 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?



## SUPPORT

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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](https://www.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.

## 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

