

# CURRICULUM *Correlation*



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

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IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DOMAIN 1: APPROACHES TO LEARNING, EXECUTIVE FUNCTION, AND COGNITIVE DEVELOPMENT</b>		
<b>Sub-Domain: Learning Approaches</b>		
Curiosity, Motivation, Exploration, and Experimentation		
<i>Goal 1: Children show curiosity and interest in learning and experimenting.</i>		
Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.	<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>Math Books</li> <li>Science Books (See titles at end of document.)</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> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Creativity and Inventiveness		
<i>Goal 2: Children are able to generate new ideas, approaches, and activities in daily routines.</i>		
Expand personal expression through inventive language and play.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> <li>Center Activities</li> </ul>
Confidence and Initiative		
<i>Goal 3: Children are confident to initiate and complete activities using a variety of approaches.</i>		
Display initiative and confidence interacting in a variety of social and physical settings.	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Grandpa's Great Athlete</li> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>My Family</li> <li>Come Inside</li> <li>Squirrel's Sketches</li> <li>Find Me!</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Story Time Activities</li> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Sub-Domain: Executive Function</b>		
<b>Cognitive Self-regulation/Persistence and Attentiveness</b>		
<i>Goal 4: Children demonstrate an expanding ability to develop and carry out plans.</i>		
Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.	<ul style="list-style-type: none"> <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</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Build Knowledge</li> <li>Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Science Center</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 3, Pg. 335 Exploring Water</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<i>Goal 5: Children sustain attention to tasks even when faced with challenges and frustration.</i>		
Use trial and error skills and attention for more complex tasks.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that 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 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<i>Goal 6: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</i>		
Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooey Mud; Lumpy Mush; Jose Three; Play Ball; Movin to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
<b>Mental Flexibility/Reflection and Interpretation</b>		
<i>Goal 7: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</i>		
Take more risks by extending previous learning to the exploration of new settings, people, and objects.	<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; Where in the World Would You Go Today?</li> <li>Science Investigation</li> <li>Build Knowledge</li> <li>Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Science Center</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Working Memory/Concept Formation</b>		
<i>Goal 8: Children use prior relationships, experiences, and knowledge to expand understanding.</i>		
Connect current behavior and past experience to new situations, relationships, and problem-solving.	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>• Morning Meetings</li> <li>• Introduction, Pg. 16 Science Center</li> <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>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>Working Memory/Imitation</b>		
<i>Goal 9: Children show emerging ability to imitate behaviors that they have observed.</i>		
Use imitation as a foundation for symbolic play and sequencing.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>
<b>Sub-Domain: Cognition and Cognitive Processes</b>		
<b>Reasoning and Logic</b>		
<i>Goal 10: Children demonstrate awareness of cause and effect relationships.</i>		
Are aware of and interested in simple causal relationships. Uses magical thinking.	<ul style="list-style-type: none"> <li>• Push and Pull</li> <li>• Pretend Play</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</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>• Story Time Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reasoning and Logic/Problem-Solving</b>		
<i>Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</i>		
Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; Where in the World Would You Go Today?</li> <li>• Science Investigation</li> <li>• Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
<i>Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing.</i>		
Testing ideas about how things work in a variety of social and physical settings.	<ul style="list-style-type: none"> <li>• Song: Scientific Method</li> <li>• Science Investigation</li> <li>• Push and Pull</li> <li>• Marmot's Basket</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>Reasoning and Logic/Critical and Analytical Thinking</b>		
<i>Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</i>		
Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations.	<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>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</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>

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Representational Thought and Play		
<i>Goal 14: Children participate in exploratory play.</i>		
Explore materials and actions.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Squirrel's Sketches</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</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 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<i>Goal 15: Children participate in pretend or symbolic play.</i>		
Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> <li>• Distinguish between Fantasy and Reality</li> <li>• Real and Make-believe</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<i>Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</i>		
Use symbolic expression in arts, communication, and quantity.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Squirrel's Sketches</li> <li>• Papa's Play</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Music and Dance Activities</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
<b>DOMAIN 2: PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT</b>		
<b>Sub-Domain: Motor Development</b>		
<b>Gross Motor Skills: Balance, Movement, and Coordination</b>		
<i>Goal 17: Children demonstrate strength and coordination of large motor muscles.</i>		
Coordinate whole body to move in complex ways with strength, agility, and balance.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<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 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>

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<b>Fine-Motor Skills: Prehension, Reaching, and Manipulation</b>		
<i>Goal 18: Children demonstrate strength and coordination of small motor muscles.</i>		
Use fingers and hands for purposeful tasks.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 16 Sensory Table</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>Sensory Motor Skills</b>		
<i>Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</i>		
Coordinate motor activities based on sensory input.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> </ul>
<b>Physical Fitness</b>		
<i>Goal 20: Children demonstrate the stamina and energy to participate in daily activities.</i>		
Sustain strength for increased periods of time	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <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>Physical Fitness</b>		
<i>Goal 21: Children engage in a variety of physical activities.</i>		
Participate in a variety of age appropriate movement and physical daily activities.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<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 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>



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<b>Sub-Domain: Health and Personal Care</b>		
<b>Daily Living Skills</b>		
<i>Goal 22: Children practice basic personal care routines.</i>		
Initiate and carry out personal care routines, with and without assistance.	<ul style="list-style-type: none"> <li>Song: Health</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hand Washing Rebus; Food Pictures; Healthy Eating; My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
<i>Goal 23: Children demonstrate personal health and hygiene skills.</i>		
Demonstrate independence in personal hygiene skills.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Teeth</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hand Washing Rebus; Food Pictures; Healthy Eating; My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
<b>Sub-Domain: Nutrition and Feeding</b>		
<b>Nutrition</b>		
<i>Goal 24: Children eat a variety of nutritious foods.</i>		
Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</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> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Sub-Domain: Safety</b>		
<b>Safe Practices</b>		
<i>Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.</i>		
Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids; Fire Safety Activities for Kids</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>
<b>Rules and Regulations</b>		
<i>Goal 26: Children demonstrate awareness and understanding of safety rules.</i>		
Follow safety rules, with and without assistance.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids; Fire Safety Activities for Kids</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>
<b>DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>Sub-Domain: Social Development</b>		
<b>Interaction with Adults</b>		
<i>Goal 27: Children trust, interact with, and seek assistance from adults.</i>		
Show confidence in seeking assistance from familiar adults.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 375 Trusted Adults</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>

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<b>Interaction with Peers</b>		
<i>Goal 28: Children develop friendships with peers.</i>		
Engage in mutual social play that involves cooperation and shared purpose.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
<i>Goal 29: Children demonstrate positive negotiation skills.</i>		
Solve problems and communicate ideas with a peer, with adult supervision.	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. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<b>Pragmatic Behavior</b>		
<i>Goal 30: Children demonstrate awareness of behavior and its effects on others.</i>		
Anticipate the impact of behaviors on others.	Social-emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>

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<i>Goal 31: Children participate positively in group activities.</i>		
Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</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> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
<i>Goal 32: Children demonstrate sympathy and empathy.</i>		
Recognize and respond to another's emotions and situation.	<ul style="list-style-type: none"> <li>Baby's Ball</li> <li>BooHoo Baby</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
<i>Goal 33: Children develop a sense of humor.</i>		
Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.	Books: Anansi and the Seven Yam Hills; Frank's Pranks; Bandage Bandit; Rocks in My Socks	<ul style="list-style-type: none"> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>Appreciating Diversity</b>		
<i>Goal 34: Children adapt to diverse settings.</i>		
Adjust/transition to new settings and people, with and without adult assistance.	<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>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 35: Children recognize, appreciate, and respect similarities and differences in people.</b>		
Are curious about why they are different to and similar to others.	<ul style="list-style-type: none"> <li>Song: Same and Different</li> <li>Books: Mine; José Three</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 2, Pg. 247 Clay Portraits</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>Sub-Domain: Emotional Development</b>		
<b>Self-Concept</b>		
<b>Goal 36: Children perceive themselves as unique individuals.</b>		
Use strategies to differentiate themselves from others, and to get their needs met.	<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; Lots of Feelings; Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <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>Self-Efficacy</b>		
<b>Goal 37: Children demonstrate belief in their abilities.</b>		
Develop sense of competence.	<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> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Self-Control</b>		
<i>Goal 38: Children regulate their feelings and impulses.</i>		
Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.	Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <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>DOMAIN 4: GENERAL KNOWLEDGE</b>		
<b>Sub-Domain: Mathematics and Numeracy</b>		
<b>Number Sense and Operations</b>		
<i>Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</i>		
Use number words and concepts to explore and manipulate quantity, size, and relationships.	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than; Addition; Pirates Can Add; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition</li> <li>Books: For the Birds; Five Delicious Muffins</li> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Moving Target</li> <li>Bug Bits</li> <li>Make and Count Groups</li> <li>Match Numbers</li> <li>Greater Than, Less Than</li> <li>More Than, Fewer Than</li> <li>More Than</li> <li>Fewer Than</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>Introduce and Count Number Activities</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <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> <li>Unit 7, Pg. 180 Build One More</li> <li>Unit 7, Pg. 229 Build One Less</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurement</b>		
<i>Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</i>		
Use geometric modeling and spatial reasoning according to different dimensions.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Size</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>
<b>Properties of Ordering</b>		
<i>Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem-solving.</i>		
Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Big; Small; Train Station Patterns</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> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABC</li> <li>• Pattern ABB</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <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. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> <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>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Sub-Domain: Science</b>		
<b>Scientific Inquiry</b>		
<i>Goal 42: Children observe, describe, and collect information by exploring the world around them.</i>		
Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.	<ul style="list-style-type: none"> <li>Songs: Five Senses; Adjectives Describe; The Scientific Method; Savanna Size; Big and Small</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>Observe a Simple System</li> <li>Tall and Short</li> <li>Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 2, Pg. 223 Living and Nonliving</li> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <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> </ul>
<b>Scientific Inquiry -Thinking, Asking, Acting, and Solving Problems</b>		
<i>Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</i>		
Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.	<ul style="list-style-type: none"> <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>Science Center</li> <li>Unit 1, Pg. 110 Plan, Do, Review</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. 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 4, Pg. 118 Raising Tadpoles</li> </ul>
<b>Sub-Domain: Social Studies</b>		
<b>Social Studies</b>		
<i>Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</i>		
Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.	<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>



IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</i>		
Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other's property as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
<b>Sub-Domain: Creative Arts</b>		
<b>Expression and Representation</b>		
<i>Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.</i>		
Uses artistic expression and language to communicate emotions and make meaning of experiences.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Lost and Found</li> <li>• Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 11 Dramatic Play Center; Pg. 17 Writing Center</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Journal Activities</li> <li>• Visual Arts Activities</li> <li>• Dramatic Play Activities</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
<b>Understanding and Appreciation</b>		
<i>Goal 47: Children demonstrate understanding and appreciation of creative arts.</i>		
Respond to and create symbolic and representation art, music, dance, and dramatic themes.	<ul style="list-style-type: none"> <li>• Songs: Colors, Colors; The Painted Rooster</li> <li>• Book: Lizard and the Painted Rock</li> <li>• Squirrel's Sketches</li> <li>• Papa's Play</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> <li>• Visual Arts Activities</li> <li>• Dramatic Play Activities</li> <li>• Music Activities</li> <li>• Dance Activities</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

All Waterford books and many of the resources available to families at [waterford.mentor.org](https://waterford.mentor.org) can be found in Spanish or with Spanish support.

*Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UC8v33333333333333333333).*

*Waterford Mentor is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.*

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

