

# CURRICULUM *Correlation*



*\*Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources.*

# TABLE OF CONTENTS

|   |          |
|---|----------|
| <b>PHONEMIC AWARENESS SKILLS</b> .....              | <b>1</b> |
| Rhyming .....                                       | 1        |
| Onset Fluency .....                                 | 2        |
| Isolating Final or Medial Phonemes .....            | 3        |
| Segmenting .....                                    | 3        |
| Adding Phonemes .....                               | 3        |
| Deleting Phonemes .....                             | 4        |
| Substituting Phonemes .....                         | 4        |
| <b>EARLY LITERACY SKILLS</b> .....                  | <b>4</b> |
| Alphabet Knowledge .....                            | 4        |
| Language Awareness .....                            | 5        |
| <b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> ..... | <b>6</b> |
| <b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....  | <b>8</b> |

| HEGGERTY SKILLS                              | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|--|--|--|
| <b>PHONEMIC AWARENESS SKILLS</b>             |  |  |
| <b>Rhyming</b>                               |  |  |
| Hearing and repeating words that rhyme       | <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- “Down by the Bay”</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul> |
| Rhyme Recognition in word pairs              | <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- “Down by the Bay”</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul> |
| Rhyme Recognition in a series of words       | <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• Rhyming Words</li> <li>• Make It Rhyme</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- “Down by the Bay”</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul> |
| Rhyme Recognition: Which word rhymes with *? | <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• Rhyming</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>                                | <ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- “Down by the Bay”</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul> |

| HEGGERTY SKILLS                               | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <b>Rhyming <i>continued</i></b>               |  |  |
| Rhyme Production with a familiar word or rime | <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• Rhyming</li> <li>• Make It Rhyme</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- “Down by the Bay”</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul> |
| Rhyme Production with a nonsense word         | <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• Rhyming</li> <li>• Make It Rhyme</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Rhyming words.pdf: Recognize and produce rhyming words.                             <ul style="list-style-type: none"> <li>- Change the Rhyme</li> <li>- Rhyming Riddles</li> <li>- “Down by the Bay”</li> <li>- Rhyme Match</li> <li>- Rhyming Bingo</li> <li>- Sound Sense Cards</li> </ul> </li> </ul> |
| <b>Onset Fluency</b>                          |  |  |
| Blending individual words into compound words | <ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> </ul>   |  |
| Blending syllables into spoken words          | <ul style="list-style-type: none"> <li>• Blend Spoken Syllables</li> </ul>   |  |
| Blending Body-Coda into spoken words          |  |  |
| Blending Onset-Rime into spoken words         | <ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles: Onset/Rime</li> <li>• Blending Dragon</li> </ul>   | <ul style="list-style-type: none"> <li>• Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>- Segmenting Syllables</li> </ul> </li> </ul>  |
| Blending phonemes with Elkonin Boxes          |  |  |
| Blending phonemes (sounds) into spoken words  | <ul style="list-style-type: none"> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Blending Riddles: Individual Phonemes</li> <li>• Blend Individual Phonemes</li> </ul>   |  |

| HEGGERTY SKILLS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|--|--|--|
| <b>Isolating Final or Medial Phonemes</b>                                    |  |  |
| Isolating final phonemes in spoken words                                     | <ul style="list-style-type: none"> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where Is the Sound?</li> </ul>          | <ul style="list-style-type: none"> <li>Segmenting words.pdf: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).                             <ul style="list-style-type: none"> <li>Segmenting</li> <li>Sound Sense Playing Cards</li> </ul> </li> </ul> |
| Identifying same final phonemes in a series of words or sentence             | <ul style="list-style-type: none"> <li>Final Sound</li> <li>Right Final Sound</li> <li>Where Is the Sound?</li> </ul>          |  |
| Isolating medial phonemes in spoken words                                    | <ul style="list-style-type: none"> <li>Where Is the Sound?</li> <li>Phoneme Substitution</li> </ul>                            |  |
| Phoneme Location: Identifying a blend as the initial, medial, or final sound | <ul style="list-style-type: none"> <li>Where Is the Sound?</li> </ul>  |  |
| <b>Segmenting</b>  |  |  |
| Segmenting compound words into individual words                              | <ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Take Away Syllables</li> </ul>                            |  |
| Segmenting spoken words into syllables                                       | <ul style="list-style-type: none"> <li>Syllable</li> <li>Syllable Safari</li> </ul>  | <ul style="list-style-type: none"> <li>Segmenting syllables.pdf: Count, pronounce, blend, and segment syllables in spoken words.                             <ul style="list-style-type: none"> <li>Segmenting Syllables</li> </ul> </li> </ul>  |
| Segmenting spoken words into Onset-Rime                                      | <ul style="list-style-type: none"> <li>Segment Onset/Rime</li> </ul>   | <ul style="list-style-type: none"> <li>Single syllable letter patterns.pdf: Blend and segment onsets and rimes of single-syllables spoken words.                             <ul style="list-style-type: none"> <li>Segmenting Syllables</li> </ul> </li> </ul>  |
| Segmenting spoken words into phonemes  | <ul style="list-style-type: none"> <li>Phoneme Segmentation</li> </ul>   |  |
| <b>Adding Phonemes</b>   |  |  |
| Adding words to make compound words  | <ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> </ul>                                 |  |
| Adding syllables to words or word parts                                      | <ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>Compound Words</li> </ul>                                 |  |
| Adding initial phonemes to spoken words                                      | <ul style="list-style-type: none"> <li>One, Two, Three Sounds</li> </ul>   |  |
| Adding final phonemes or syllables to spoken words                           | <ul style="list-style-type: none"> <li>Song: Compound Words</li> <li>One, Two, Three Sounds</li> <li>Compound Words</li> </ul> |  |

| HEGGERTY SKILLS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>Deleting Phonemes</b>  |   |   |
| Deleting words from compound words  | <ul style="list-style-type: none"> <li>• Take Away Syllables</li> </ul>   |   |
| Deleting syllables from spoken words  | <ul style="list-style-type: none"> <li>• Take Away Syllables</li> </ul>   |   |
| Deleting initial phonemes from spoken words   | <ul style="list-style-type: none"> <li>• Phoneme Eliminator</li> </ul>  |   |
| Deleting final phonemes from spoken words   | <ul style="list-style-type: none"> <li>• Phoneme Eliminator</li> </ul>  |   |
| <b>Substituting Phonemes</b>  |   |   |
| Substituting a word or syllable in 2 and 3-syllable words   | <ul style="list-style-type: none"> <li>• Phoneme Substitution</li> </ul>  |   |
| Substituting the initial phoneme(s) in spoken words   | <ul style="list-style-type: none"> <li>• Phoneme Substitution</li> </ul>  |   |
| Substituting the final phoneme in spoken words  | <ul style="list-style-type: none"> <li>• Phoneme Substitution</li> </ul>  |   |
| Substituting the medial phoneme in spoken words   | <ul style="list-style-type: none"> <li>• Phoneme Substitution</li> </ul>  |   |
| <b>EARLY LITERACY SKILLS</b>  |   |   |
| <b>Alphabet Knowledge</b>   |   |   |
| <p>Weeks 1–35: Letter cards for letters A through Z are used to build automaticity with letter names and sounds. This is the only part of the lesson where students see print. Multiple sounds for vowels and consonants are introduced, and consonant blends and digraphs.</p> | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Match (Alphabet Review)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What’s Your Name?)</li> </ul> | <ul style="list-style-type: none"> <li>• Upper and lowercase letters.pdf: Recognize and name all upper- and lowercase letters of the alphabet.                         <ul style="list-style-type: none"> <li>- Writing Practice (Aa-Zz)</li> </ul> </li> </ul> |

| HEGGERTY SKILLS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES |
|--|---|-----------------------------|
| <b>Language Awareness</b>  |   |                             |
| Breaking a sentence into separate, spoken words & repeating a sentence | <ul style="list-style-type: none"> <li>Segment Spoken Sentences</li> </ul>                                  |                             |
| Counting the number of words in a sentence                             | <ul style="list-style-type: none"> <li>Segment Spoken Sentences</li> </ul>                                  |                             |
| Clapping words in a sentence   | <ul style="list-style-type: none"> <li>Segment Spoken Sentences</li> </ul>                                  |                             |
| Reciting Nursery Rhymes  | <ul style="list-style-type: none"> <li>Nursery Songs/Rhymes<br/>(See titles at end of document.)</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; 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; 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.

## SPANISH FAMILY ENGAGEMENT RESOURCES

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

### SONGS

#### Beginning Math Songs

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

#### Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

#### Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story

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

### WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

### MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1-10), Order (1-10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11-15, Numbers 16-20

### SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

### READING HOMELINK NEWSLETTERS

#### Alphabet Knowledge

#### Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

#### Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

#### Phonological Awareness Letters

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

## WATERFORD MENTOR

*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.*



Waterford Mentor is available online and in the Mentor app (for iOS and Android).