

CURRICULUM *Correlation*



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

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MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
HISTORY AND SOCIAL SCIENCE		
Topic 1. Civics: Fairness, friendship, responsibility, and respect (PreK.T1)		
1. With prompting and support, give reasons for rules in the classroom and at home.	Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
2. With prompting and support, follow agreed-upon rules, limits, and expectations.	Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
3. Show willingness to take on responsibilities (e.g., being a helper or a leader).	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • The Picnic 	<ul style="list-style-type: none"> • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend
4. With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another.	<ul style="list-style-type: none"> • Books: Play Ball; In the Rain; Moving Day; Shell Houses; Garden Visitors; José Three; My Super Sticky Sandwich; Seeing Fingers • Marmot Basket • Baby’s Ball • Boo Hoo Baby • The Picnic 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper
Topic 2. Geography: Maps and places (PreK.T2)		
1. With prompting and support, describe location of people, animals, objects, and places, using words and phrases such as up, down, on, off, close, far away, beside, inside, next to, close to, above, below, apart correctly.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic 2. Geography: Maps and places (PreK.T2) <i>continued</i>		
2. With prompting and support, explain what a map or another kind of representation of a place can show.	Each song in the Sing Around the World series begins with a map showing the shape and location of the country represented.	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
3. With guidance and support, use a combination of drawing, building with blocks or other materials, or dictating to construct maps and other representations of familiar places.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
Topic 3. History: Personal experiences and memories (PreK.T3)		
1. With guidance and support, recall and describe events that happened in the classroom or in a story, using words and phrases relating to chronology and time, including first, next, last (e.g., describe something that happened yesterday or last week).	<ul style="list-style-type: none"> • First, Next, and Last • Today • Yesterday/Tomorrow • Sum Up: Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
2. With guidance and support, explain how the concepts of days, weeks, and months relate to the passage of time.	<ul style="list-style-type: none"> • Songs: Days of the Week; Months of the Year; Seasons • Today • Yesterday/Tomorrow • Days of the Week 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 and Pg. 55 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today
3. With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds.	<ul style="list-style-type: none"> • Sing Around the World Songs Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 89 Storytelling Festival
Topic 4. Economics: Work and commerce (shared with kindergarten) (PreK.T4)		
Working 1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.	Resources: <ul style="list-style-type: none"> • Community Helpers • Farmer in the Dell Word Strips 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 328 Dramatic Play: Fire Station • Unit 3, Pg. 326 We All Have Jobs • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist’s Office

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Topic 4. Economics: Work and commerce (shared with kindergarten) (PreK.T4) <i>continued</i>		
Buying, Selling and Trading Goods and Services 2. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.	<ul style="list-style-type: none"> Books: Follow the Apples; Bugs For Sale 	<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 2, Pg. 242 Dramatic Play: Pet Store Unit 3, Pg. 298 Dramatic Play: Farm Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
3. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.	<ul style="list-style-type: none"> Books: Follow the Apples; Bugs For Sale 	<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 2, Pg. 242 Dramatic Play: Pet Store Unit 3, Pg. 298 Dramatic Play: Farm Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
ENGLISH LANGUAGE ARTS AND LITERACY		
Reading Standards for Literature (RL)		
Key Ideas and Details		
1. With prompting and support, ask and answer questions about a story or poem read aloud.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up: Five Ws Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Story Time Activities
2. With prompting and support, retell a sequence of events from a story read aloud.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up: Five Ws Sum Up: Remember Order Picture Clues What Comes Next? Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 7, Pg. 215 Chicka Chicka Boom Boom Program Dramatic Play Activities

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Key Ideas and Details continued</i>		
3. With prompting and support, act out characters and events from a story or poem read aloud.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Dramatic Play Activities
<i>Craft and Structure</i>		
4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	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"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
5. Show awareness of the rhythmic structure of a poem or song by clapping or through movement	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws • Sum Up: Remember Order • Picture Story • Picture Clues • What Comes Next? • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/ • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
<i>Integration of Knowledge and Ideas</i>		
7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? • Sum Up: Remember Order • Picture Story • Picture Clues 	<ul style="list-style-type: none"> • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 148 Ten Little Goldfish
8. (Not applicable.)		
9. With prompting and support, make connections between a story or poem and their own experiences.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Range of Reading and Level of Text Complexity		
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 17 Listening Song
Reading Standards for Informational Text (RI)		
Key Ideas and Details		
1. With prompting and support, ask and answer questions about an informational text read aloud.	<ul style="list-style-type: none"> • Find an Answer • Build Knowledge • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things • Unit 5, Pg. 174 Invertebrates
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things • Unit 5, Pg. 174 Invertebrates
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things • Unit 5, Pg. 174 Invertebrates
Craft and Structure		
4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	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"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things
5. (Begins in kindergarten or when the individual child is ready.)		

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Craft and Structure continued</i>		
6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Unit 2, Pg. 258 Taking Care of Living Things Unit 5, Pg. 174 Invertebrates
<i>Integration of Knowledge and Ideas</i>		
7. With prompting and support, describe important details from an illustration or photograph.	<ul style="list-style-type: none"> Look at Details Picture Clues 	<ul style="list-style-type: none"> Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Unit 2, Pg. 258 Taking Care of Living Things Unit 5, Pg. 174 Invertebrates
8. (Begins in kindergarten or when the individual child is ready.)		
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	<ul style="list-style-type: none"> Books: Fawn Eyes; I Wish I Had Ears Like a Bat; Legs; Pairs; Guess What I Am; Animal Bodies 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center; Pg. 16 Science Center
<i>Range of Reading and Level of Text Complexity</i>		
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Unit 2, Pg. 258 Taking Care of Living Things Unit 5, Pg. 174 Invertebrates
Reading Standards for Foundational Skills (RF)		
<i>Print Concepts</i>		
1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet. a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.	<ul style="list-style-type: none"> Print Directionality Introduction Picture Story Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 13 Reading Center
b. (Begins in kindergarten or when the individual child is ready.)		

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Print Concepts continued</i>		
c. (Begins in kindergarten or when the individual child is ready.)		
d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in their own name.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Checker • Fast Letter Fun • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race
b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.	<ul style="list-style-type: none"> • Song: Sentences • Segment Spoken Sentences 	<ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences
c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.) 	
d. (Begins in kindergarten or when the individual child is ready.)		
e. (Begins in kindergarten or when the individual child is ready.)		

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonics and Word Recognition		
<p>3. Demonstrate beginning understanding of phonics and word analysis skills.</p> <p>a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).</p>	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Read with Me Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/ Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds
<p>b. (Begins in kindergarten or when the individual child is ready.)</p>		
<p>c. Recognize their own name and familiar common signs and labels (e.g., STOP).</p>	<p>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.”</p> <ul style="list-style-type: none"> Name Game (What’s Your Name?) 	<ul style="list-style-type: none"> Morning Message Introduction, Pg. 13 Reading Center Unit 1, Pg. 27 Letter Tile Names Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names
<p>d. (Begins in kindergarten or when the individual child is ready.)</p>		
Fluency		
<p>4. (Begins in kindergarten or when the individual child is ready.)</p>		
Writing Standards (W)		
Text Types and Purposes		
<p>1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”).</p>	<p>Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.</p>	<ul style="list-style-type: none"> Unit 4, Pg. 74 It’s Okay to Say No Unit 6, Pg. 58 Journal Prompt: My Great Idea
<p>2. Use a combination of dictating and drawing to supply information about a topic.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> Journal Activities
<p>3. Use a combination of dictating and drawing to tell a story.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> Journal Activities

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Production and Distribution of Writing		
4. (Begins in grade 1.)		
5. (Begins in kindergarten or when the individual child is ready.)		
6. Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.	<ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners during daily routines and play. a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).	Waterford’s Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please
b. Continue a conversation through multiple exchanges	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please
2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) • Build Knowledge 	<ul style="list-style-type: none"> • Journal Activities • Center Activities • Dramatic Play Activities • Story Time Activities

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Comprehension and Collaboration continued</i>		
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Find an Answer • Build Knowledge • Informational Books (See titles at end of document.) • Science Investigation 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
<i>Presentation of Knowledge and Ideas</i>		
<p>4. Describe personal experiences; tell stories.</p>	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Step Into the Story 	<ul style="list-style-type: none"> • Journal Activities • Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/
<p>5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 9 Block Center • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement
<p>6. Speak audibly and express thoughts, feelings, and ideas.</p>	<p>Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, ask and answer relevant questions, and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 136 Find Someone Who Has... • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 74 It’s Okay to Say No • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Language Standards (L)		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when speaking. Sentence Structure and Meaning	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of standard English grammar as they communicate in complete sentences.	<ul style="list-style-type: none"> Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 75 Grown-up Manners
a. Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0-10.	<ul style="list-style-type: none"> Songs: What Is a Sentence?; Nouns; Verbs; Preposition Ship Explain Numbers Number Instruction Sum Up: Five Ws 	<ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 254 Polly Put the Kettle On Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 20 May I Help Game
Vocabulary Acquisition and Use		
4. Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play	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"> Vocabulary Introduction 	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 2, Pg. 164 The Hungry Thing Rhyme Play
a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).	<ul style="list-style-type: none"> Songs: Synonym Tree; Verbs 	<ul style="list-style-type: none"> Unit 1, Pg. 112 Elephant Invitations Unit 5, Pg. 151 Dinosaur Stomp
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, texture).	<ul style="list-style-type: none"> Songs: Verbs; All Sorts of Laundry Book: Buttons, Buttons Make Comparisons Sort 	<ul style="list-style-type: none"> Unit 1, Pg. 119 Sorting Buttons Unit 1, Pg. 134 Texture Sort Unit 3, Pg. 319 Plant Part Salad Unit 3, Pg. 338 Sort It Out Unit 3, Pg. 359 Fancy Shapes Unit 7, Pg. 205 Healthy Eating
b. (Begins in kindergarten.)		

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).	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"> • Vocabulary Introduction 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Journal Activities • Dramatic Play Activities • Center Activities
d. (Begins in kindergarten.)		
6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	All activities in Waterford Early Learning provide opportunities for students to use words and phrases acquired through conversation. Activities enable students to read and be read to, and to respond to texts.	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Journal Activities • Dramatic Play Activities • Center Activities
MATHEMATICS		
Counting and Cardinality (PK.CC)		
A. Know number names and the counting sequence.		
1. Listen to and say the names of numbers in meaningful contexts.	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Number Counting • Number Instruction • Order Numbers • Counting Puzzle • Bug Bits • Dot-to-Dot 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle
2. Recognize and name written numerals 0-10.	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Counting Songs • Number Instruction • Match Numbers • Make and Count Groups • One-to-One Correspondence 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Count to tell the number of objects.		
<p>3. Understand the relationships between numerals and quantities up to 10.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Match Numbers • Make and Count Groups • Bug Bits 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle
C. Compare numbers.		
<p>4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration. Recognize the “one more,” “one less” patterns.</p>	<ul style="list-style-type: none"> • Songs: Counting On; Counting Backward • Counting Songs • Number Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Match Numbers • Make and Count Groups • Count On • Count Down • Count Backward • Bug Bits 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Counting and Attendance • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less
<p>5. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Operations and Algebraic Thinking (PK.OA)		
A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
<p>1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.</p>	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 6, pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, pg. 247 How Many Are Hiding?
Measurement and Data (PK.MD)		
A. Describe and compare measurable attributes.		
<p>1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
<p>2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 200 Which Cup Holds More?
B. Classify objects and count the number of objects in each category.		
<p>3. Sort, categorize, and classify objects by more than one attribute.</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Books: For the Birds; Buttons, Buttons • Make Comparisons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 359 Fancy Shapes • Unit 7, Pg. 205 Healthy Eating

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Work with money.		
4. Recognize that certain objects are coins and that dollars and coins represent money.	<ul style="list-style-type: none"> • Song: Save Your Pennies • Coin Identification 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play Restaurant • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Geometry (PK.G)		
A. Identify and describe shapes (squares, circles, triangles, rectangles).		
1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	<ul style="list-style-type: none"> • Songs: Positioning; Kites; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • Above, Below, Next to, On • First, Middle, Last • First, Next, and Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
2. Identify various two-dimensional shapes using appropriate language.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt
B. Analyze, compare, create, and compose shapes.		
3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as Popsicle sticks, blocks, pipe cleaners, pattern blocks).	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Solid Shapes • World Shapes • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 4, Pg. 28 Classroom Block Play

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENCE AND TECHNOLOGY/ENGINEERING		
Earth and Space Sciences		
ESS1. Earth's Place in the Universe		
PreK-ESS1-1(MA). Demonstrate awareness that the Moon can be seen in the daytime and at night, and of the different apparent shapes of the Moon over a month.	<ul style="list-style-type: none"> • Song: The Moon • Book: Moon Song • Moon 	
PreK-ESS1-2(MA). Observe and use evidence to describe that the Sun is in different places in the sky during the day.	<ul style="list-style-type: none"> • Song: Sun Blues • Sun • Sun, Moon, and Earth 	
ESS2. Earth's Systems		
PreK-ESS2-1(MA). Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.	<ul style="list-style-type: none"> • Songs: Four Ecosystems; Water • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests • Water 	<ul style="list-style-type: none"> • Unit 4, Pg. 100 Dramatic Play: Pond
PreK-ESS2-2(MA). Observe and classify non-living materials, natural and human made, in the local environment.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Materials • Magnets • Natural Resources 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving
PreK-ESS2-3(MA). Explore and describe different places water is found in the local environment.	<ul style="list-style-type: none"> • Songs: Water; Precipitation • Water 	<ul style="list-style-type: none"> • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 4, Pg. 100 Dramatic Play: Pond
PreK-ESS2-4(MA). Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.	<ul style="list-style-type: none"> • Songs: Sun Blues; Precipitation • Book: What is a Cloud?; Whatever the Weather • Weather • Calendar/Graph Weather • Sun • Clouds 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
ESS2. Earth's Systems <i>continued</i>		
<p>PreK-ESS2-5(MA). Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.</p>	<ul style="list-style-type: none"> • Songs: Precipitation; Seasons • Books: Whatever the Weather; That's What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
<p>PreK-ESS2-6(MA). Provide examples of the impact of weather on living things.</p>	<ul style="list-style-type: none"> • Song: Seasons • Books: Whatever the Weather; That's What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
ESS3. Earth and Human Activity		
<p>PreK-ESS3-1(MA). Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.</p>	<ul style="list-style-type: none"> • Songs: Water; Food From Plants • Water • Soil • Food From Plants • Care of Water 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 3, Pg. 371 Farm to Table
<p>PreK-ESS3-2(MA). Observe and discuss the impact of people's activities on the local environment.</p>	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 3, Pg. 347 Where Does Our Water Come From?

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Life Science		
LS1. From Molecules to Organisms: Structures and Processes		
<p>PreK-LS1-1(MA). Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.</p>	<ul style="list-style-type: none"> • Songs: Plant or Animal; Animal Bodies • Book: Animal Bodies • Plant or Animal • Body Parts • Plants • Parts of the Face 	<ul style="list-style-type: none"> • Unit 3, Pg. 316 Plant Parts • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? • Unit 5, Pg. 205 Build a Spider
<p>PreK-LS1-2(MA). Explain that most animals have five senses they use to gather information about the world around them.</p>	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 86 Excellent Eyes
<p>PreK-LS1-3(MA). Use their five senses in their exploration and play to gather information.</p>	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 195 Taste and Smell Snack Activity
LS2. Ecosystems: Interactions, Energy, and Dynamics		
<p>PreK-LS2-1(MA). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.</p>	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow?
<p>PreK-LS2-2(MA). Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.</p>	<ul style="list-style-type: none"> • Songs: Four Ecosystems; Water • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests • Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 100 Dramatic Play: Pond

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LS2. Ecosystems: Interactions, Energy, and Dynamics <i>continued</i>		
PreK-LS2-3(MA). Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.	<ul style="list-style-type: none"> • Song: Food From Plants • Book: Everybody Needs to Eat • Food From Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 100 Dramatic Play: Pond
LS3. Variation of Traits		
PreK-LS3-1(MA). Use observations to explain that young plants and animals are like but not exactly like their parents.	<ul style="list-style-type: none"> • Song: Plants are Growing • Observe a Simple System • Build Knowledge: Mine 	
PreK-LS3-2(MA). Use observations to recognize differences and similarities among themselves and their friends.	<ul style="list-style-type: none"> • Song: Same and Different • Book: Moving Day • Make Comparisons 	<ul style="list-style-type: none"> • Unit 6, Pg. 14 Picturing My Body
Physical Sciences		
PS1. Matter and Its Interactions		
PreK-PS1-1(MA). Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.	<ul style="list-style-type: none"> • Song: Solid or Liquid • Book: Pancakes Matter • Solid and Liquid 	<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 3
PreK-PS1-2(MA). Investigate natural and human-made objects to describe, compare, sort, and classify objects based on observable characteristics, uses, and whether something is manufactured or occurs in nature.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest; Greater Than, Less Than; Shapes, Shapes, Shapes; Living and Nonliving; Natural Resources • Books: Buttons, Buttons; For the Birds; Imagination Shapes • Make Comparisons • Sort • Materials • Simple Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 359 Fancy Shapes • Unit 7, Pg. 205 Healthy Eating
PreK-PS1-3(MA). Differentiate between the properties of an object and those of the material of which it is made.	<ul style="list-style-type: none"> • Books: Pancakes Matter; I Want to Be a Scientist Like Wilbur and Orville Wright • Materials 	<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PS1. Matter and Its Interactions <i>continued</i>		
PreK-PS1-4(MA). Recognize through investigation that objects and materials can change under different circumstances.	<ul style="list-style-type: none"> • Song: Solid or Liquid • Book: Pancakes Matter • Solid and Liquid 	<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 3
PS2. Motion and Stability: Forces and Interactions		
PreK-PS2-1(MA). Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 7 Pg. 141 Tool Workshop
PreK-PS2-2(MA). Through experience, develop awareness of factors that influence whether things stand or fall.	<ul style="list-style-type: none"> • Song: Gravity 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 4, Pg. 28 Classroom Block Play
PS4. Waves and Their Applications in Technologies for Information Transfer		
PreK-PS4-1(MA). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.	<ul style="list-style-type: none"> • Common Sounds • What Do You Hear? 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 117 Jar Symphony • Unit 4, Pg. 27 Mammal Rhythm • Unit 5, Pg. 188 Insect Walking Sounds • Unit 6, Pg. Rhythm Stick Sounds • Unit 6, Pg. 86 Drum Craft • Unit 7, Pg. 235 Rain Sticks
PreK-PS4-2(MA). Connect daily experiences and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.	<ul style="list-style-type: none"> • Book: My Family Campout 	<ul style="list-style-type: none"> • Unit 3, Pg. 279 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL AND EMOTIONAL LEARNING STANDARDS		
Self-Awareness		
Standard SEL1: The child will be able to recognize, identify, and express his/her emotions.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Find Me! • Lost Dinosaur • Squirrel's Blocks • Broken Lamp 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings
Standard SEL2: The child will demonstrate accurate self-perception.	<ul style="list-style-type: none"> • Book: Mine; José Three; Grandpa's Great Athlete • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).	<ul style="list-style-type: none"> • Squirrel's Sketches • Boo Hoo Baby • Soup's On! • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
Self-Management		
Standard SEL4: The child will demonstrate impulse control and stress management.	Waterford's 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"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Social Awareness		
Standard SEL5: The child will display empathetic characteristics.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Papa's Thumb • Lost Keys 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Standard SEL6: The child will recognize diversity and demonstrate respect for others.	<ul style="list-style-type: none"> • Books: In the Rain; Seeing Fingers; Noise? What Noise?; Moving Day 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Relationship Skills		
Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.	<ul style="list-style-type: none"> • Books: Seeing Fingers; Noise? What Noise? • Mama’s Melody • Musical Mayhem • Marmot Basket 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Standard SEL8: The child will engage socially, and build relationships with other children and with adults.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 88 Let’s Play • Unit 2, Pg. 202 Kind Kids • Unit 3, Pg. 373 Trusted Adults • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 6, Pg. 54 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship
Standard SEL9: The child will demonstrate the ability to manage conflict.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We’re All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Relationship Skills <i>continued</i>		
Standard SEL10: The child will demonstrate the ability to seek help and offer help.	<ul style="list-style-type: none"> • Lost Dinosaur • Boo Hoo Baby • Baby's Ball • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Responsible Decision Making		
Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 186 Journal Prompt: My Good Choice
Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.	<ul style="list-style-type: none"> • Broken Lamp • Do I Have To? 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 186 Journal Prompt: My Good Choice
Approaches to Play and Learning		
Standard APL1: The child will demonstrate initiative, self-direction, and independence.	Waterford's Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Standard APL2: The child will demonstrate eagerness and curiosity as a learner.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 6 Learning • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 212 It's Different, But It's Good!

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Approaches to Play and Learning continued</i>		
Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.	Engaging activities and consistent support throughout Waterford Early Learning hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Standard APL4: The child will demonstrate creativity in thinking and use of materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8, Art Center; Pg. 9 Block Center; Pg. 11 Dramatic Play Center; Pg. 16 Science Center; Pg. 16 Sensory Table • Dramatic Play Activities
Standard APL5: The child will cooperate with others in play and learning.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together
Standard APL6: The child will seek multiple solutions to a question, task, or problem.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Standard APL7: The child will demonstrate organizational skills.	<ul style="list-style-type: none"> • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 11 Clean Up and Center Review • Unit 1, Pg. 22 Name Song
Standard APL8: The child will be able to retain and recall information.	<ul style="list-style-type: none"> • Memorization Skills 	<ul style="list-style-type: none"> • Unit 7, Pg. 132 Good Friends Activity: I Pay Attention

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 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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at 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

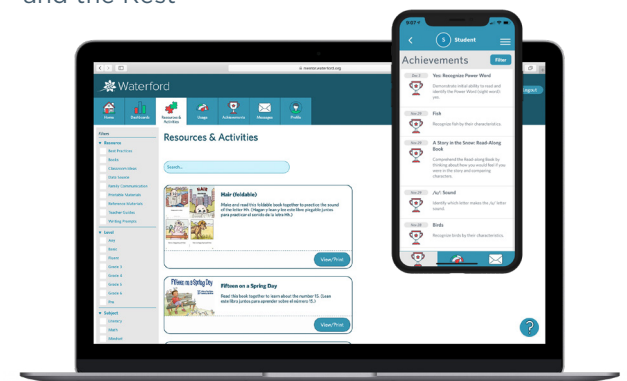
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).