

# CURRICULUM *Correlation*



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

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| RHODE ISLAND STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH)</b>  |  |  |
| <b>Component 1: Health and Safety Practices</b>  |  |  |
| <b>LEARNING GOAL 1.a: Children engage in structure and unstructured physical activity.</b>   |  |  |
| Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)         | <b>Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>     |
| <b>LEARNING GOAL 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b> |  |  |
| Follow safety rules with adult assistance  | <ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 337 Emergency!</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul> |
| Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas   |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> </ul>   |
| Follow emergency routines after adult instruction  | <b>Resources:</b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 337 Emergency!</li> </ul>   |
| Understand the consequences of not following rules related to safety   | <ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>   |

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| <b>LEARNING GOAL 1.c: Children develop self-help skills.</b>                                 |   |   |
| Help in preparing snacks and meals   |   | <ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 5, Pg. 243 Worm Cups</li> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>  |
| Demonstrate independence in personal selfcare skills (e.g., washing hands, brushing teeth)   | <ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Teeth</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Food Pictures (Healthy Eating)</li> <li>My Healthy Plate</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul> |
| Dress or undress   |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>  |
| Manage zippers, buttons, buckles, and Velcro   |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>  |
| Tell an adult caregiver when tired   |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> </ul>  |
| <b>Component 2: Gross Motor Development</b>  |   |   |
| <b>LEARNING GOAL 2.a: Children develop large muscle control, strength, and coordination.</b> |   |   |
| Catch a small ball with two hands  |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>  |
| Bounce a ball and catch it   |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>  |
| Aim and throw a ball with some accuracy  |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>  |
| <b>LEARNING GOAL 2.b: Children develop traveling skills.</b>                                 |   |   |
| Hop forward on one foot  |   | <ul style="list-style-type: none"> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>  |
| Walk along a beam or edge  |   | <ul style="list-style-type: none"> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>  |
| Gallop   |   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>   |
| Skip   |   | <ul style="list-style-type: none"> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>  |

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| <b>LEARNING GOAL 2.b: Children develop traveling skills <i>continued</i>.</b>                |  |   |
| Run with control and balance, making quick turns without losing speed and quick stops        |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>  |
| Demonstrate how their body can move forward, backward, left and right                        |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>             |
| Demonstrate how their body can move fast or slow   |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>   |
| <b>Component 3: Fine Motor Development</b>   |  |   |
| <b>LEARNING GOAL 3.a: Children develop small muscle control, strength, and coordination.</b> |  |   |
| Fold a piece of paper with accuracy and symmetry   | <ul style="list-style-type: none"> <li>Song: Symmetry</li> <li>Book: Symmetry and Me</li> </ul>  |   |
| Work a puzzles of up to 10 pieces  | <ul style="list-style-type: none"> <li>Puzzle Game</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Shape Puzzles</li> </ul> | <ul style="list-style-type: none"> <li>Introduction, Pg. 12 Math Center</li> </ul>  |
| Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)                       | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>  |
| Hold paper and begin to cut with scissors along a straight line                              | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>  |
| <b>LEARNING GOAL 3.b: Children develop writing and drawing skills.</b>                       |  |   |
| Draw recognizable shapes   | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>Unit 3, Pg. 349 Making Shapes</li> </ul>   |
| Write some letters and numerals  | <ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Explain Numbers</li> <li>Number Instruction</li> </ul>           | <ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Capital Letter Introduction</li> <li>Lowercase Letter Introduction</li> <li>Read and Write Number Activities</li> </ul> |

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| <b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE)</b>   |  |  |
| <b>Component 1: Relationships with Others</b>  |  |  |
| <b>LEARNING GOAL 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.</b>   |  |  |
| Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults   |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> </ul>  |
| Have a close relationship with a consistent non-parental caregiver, showing interest in the adult’s feelings, preferences, and well-being and sharing their experiences  | <ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> <li>• It’s Not Fair!</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Trusted Adults</li> </ul>   |
| Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking) | <ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> <li>• It’s Not Fair!</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 7, Pg. 198 Program Decorations</li> </ul>                                    |
| <b>LEARNING GOAL 1.b: Children engage in positive relationships and interactions with other children.</b>  |  |  |
| Make decisions with other children, with adult guidance and assistance   | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul> |
| Demonstrate consideration for and cooperation with other children  | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul> |

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| <b>LEARNING GOAL 1.b: Children engage in positive relationships and interactions with other children <i>continued</i>.</b>               |  |   |
| Prefer to play with one or two special friends   | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 88 Let's Play</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul> |
| Suggest solutions to conflicts   | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.                                  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>  |
| Demonstrate an ability to compromise when working or playing in a group  | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>  |
| Sustain interactions with friends for increasing periods of time   | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> </ul>        |
| Successfully enter into play when a group of children are already involved   | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 88 Let's Play</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>   |
| Can predict the causes of other children's emotions (e.g., "she is sad because . . .")   | <ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>   |
| <b>Component 2: Sense of Self</b>  |  |   |
| <b>LEARNING GOAL 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b> |  |   |
| Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart."                 | <ul style="list-style-type: none"> <li>Books: Lumpy Mush; Ooey, Gooey Mud; Grandpa's Great Athlete; I Hate Peas; Bad News Shoes</li> </ul>               | <ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>  |
| Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber.")              | <ul style="list-style-type: none"> <li>Books: Grandpa's Great Athlete; Play Ball</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>  |

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|---|--|---|
| <b>LEARNING GOAL 2.b: Children develop the confidence to complete an action successfully or independently.</b>                  |  |   |
| Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)       | Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.   | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does</li> <li>Amazing Things!</li> </ul>  |
| Stay with a task until it is completed  | Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>  |
| Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances | Waterford runs on a dynamic sequence engine that responds to each child’s individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>             |
| <b>Component 3: Self-Regulation</b>   |  |   |
| <b>LEARNING GOAL 3.a: Children develop the ability to express and regulate their own emotions.</b>                              |  |   |
| Control strong emotions most of the time in an appropriate manner   | Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”  | <ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>  |
| Persist at a difficult task with decreasing amounts of frustration  | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 52 What Would Pete the Cat Do?</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul> |
| Can name emotions using words, signs, or other communication methods  | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Lots of Feelings</li> <li>Feelings Poster</li> <li>Guess How I’m Feeling</li> <li>Emotion Cards</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>  |



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| <b>LEARNING GOAL 3.b: Children develop the ability to control impulses.</b>  |  |   |
| With adult assistance, demonstrate control over actions, words, and emotions in response to a situation  | Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.” | <ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>  |
| Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home) | Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>  |
| Participate in group activities for increasing amounts of time   | <ul style="list-style-type: none"> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> </ul>  | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>  |
| Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity                             | <ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1 Pg. 36 Jump Up and Down Transition</li> </ul>   |
| <b>LANGUAGE DEVELOPMENT (LD)</b>   |  |   |
| <b>Component 1: Receptive Language</b>   |  |   |
| <b>LEARNING GOAL 1.a: Young children attend to, understand, and respond to increasingly complex language.</b>                                  |  |   |
| Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas                               | 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"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>  |
| Respond appropriately to a specific and varied vocabulary  | All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.  | <ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul> |

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| <b>LEARNING GOAL 1.a: Young children attend to, understand, and respond to increasingly complex language <i>continued</i>.</b>   |  |  |
| Follow detailed, multistep directions (e.g., “Put away your toys, wash your hands, and come to the table.”)  | Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul> |
| <b>Component 2: Expressive Language</b>  |  |  |
| <b>LEARNING GOAL 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>   |  |  |
| Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors   | Waterford introduces letter sounds with instruction demonstrating positioning of the lips and tongue to form the sound correctly and clearly.  | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>  |
| Expand their vocabulary with words of increasing specificity and variety   | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>   |
| Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words   | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>   |
| Use increasingly complex, longer sentences, including sentences that combine two or three phrases  | <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>  |
| Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject/verb agreement, pronouns, possessives, and regular and irregular past tense verbs | <ul style="list-style-type: none"> <li>• Songs: Preposition Ship; Nouns; More Than One; Verbs; I Happened Yesterday</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 179 Power I</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>  |

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| <b>Component 3: Pragmatics</b>   |  |   |
| LEARNING GOAL 3.a: Young children understand, follow, and use appropriate social and conversational rules.   |  |   |
| Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”) | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.                       | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-Up Manners</li> </ul>              |
| Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously  | Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.                          | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>  |
| Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes   | Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.                          | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>  |
| <b>Component 4: Language Development of Dual Language Learners</b>   |  |   |
| LEARNING GOAL 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.            |  |   |
| Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities                                     | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why</li> </ul> |
| Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)   | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>                  |

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| <b>LEARNING GOAL 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English <i>continued</i>.</b> |  |  |
| Follow directions that involve a one- or two-step sequence, relying less on contextual cues   | Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul> |
| <b>LEARNING GOAL 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.</b>  |  |  |
| Demonstrate increasing reliance on verbal communicating in English to be understood by others   | Waterford is committed to creating a diverse learning experience that connects with learners from all backgrounds. Activities develop children’s vocabulary and asks them to respond orally, sing along with songs, and follow directions. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>                            |
| Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary   | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.     | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>   |
| Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb object patterns, and other more advanced elements of English sentence construction                            | Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.                              | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>   |
| Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past tense verbs), sometimes with errors  | <ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; Pronouns; It Happened Yesterday</li> <li>• Nouns</li> <li>• Past Tense Verbs</li> <li>• Plural Nouns</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>   |

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| <b>LEARNING GOAL 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English <i>continued</i>.</b>  |   |   |
| Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors   | <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Sum Up: Five Ws</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 150 What Doesn’t Belong?</li> </ul>  |
| <b>LITERACY (L)</b>  |   |   |
| <b>Component 1: Phonological Awareness</b>   |   |   |
| <b>LEARNING GOAL 1.a: Children notice and discriminate the sounds of spoken language.</b>  |   |   |
| Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name  | <ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Read with Me Books (See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>    |
| Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)  | <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul> |
| Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter) | <ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Read with Me Books (See titles at end of document.)</li> </ul> |   |

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| LEARNING GOAL 1.a: Children notice and discriminate the sounds of spoken language <i>continued.</i>   |   |  |
| Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear”) | <ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Take Away Syllables</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 360 Blend Compound Words: My Valentine</li> <li>• Unit 4, Pg. 4 Listening Activity: Where is Thumbkin? Compound Words</li> <li>• Unit 4, Pg. 16 Listening Activity: Blend Farm Compound Words</li> <li>• Unit 4, Pg. 22 Yankee Doodle Compound Words</li> <li>• Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>• Unit 4, Pg. 46 Listening Activity: Animal Compound Words</li> <li>• Unit 4, Pg. 50 Vertebrate Compound Words</li> </ul>  |
| With modeling and support, identify, blend, and segment syllables in spoken words   | <ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul> |
| With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”)  | <ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> <li>• Letter Sound Eliminator</li> </ul>   |  |
| With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”)            | <ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blend Every Sound</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 4 Listening Activity: Action Words Onset-Rime</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> </ul>  |

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| <b>Component 2: Alphabet Knowledge</b>  |  |  |
| LEARNING GOAL 2.a: Children recognize and identify letters and make letter-sound connections.   |  |  |
| Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Distinguish Letters</li> <li>• Name Game</li> <li>• Name That Letter</li> </ul>   | <ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> </ul>   |
| Produce the sound for many of the letters they recognize  | <ul style="list-style-type: none"> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul> | <ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> <li>• Journal Activities</li> </ul>   |
| Correctly sort letters and find words that contain specified letters  | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters</li> <li>• Letter Match</li> </ul>   | <ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul> |
| Demonstrate an understanding that strings of letters represent a sequence of spoken sounds  | <ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>   |

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| <b>Component 3: Print Knowledge</b>  |   |   |
| LEARNING GOAL 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.                    |   |   |
| Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> </ul>   | <ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul> |
| Describe roles of authors and illustrators and connect books to specific authors of illustrators   | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>• Print Concepts Introduction</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>   |
| Identify familiar words in books and the environment   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Words in Your World</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>   |
| Recognize their own printed name and those of their siblings or friends  | <ul style="list-style-type: none"> <li>• Name Game</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>   |
| <b>Component 4: Comprehension and Interest</b>   |   |   |
| LEARNING GOAL 4.a: Children show interest and an understanding of a variety of literacy experiences.   |   |   |
| Attend to and request longer and more complex books or stories   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>  |
| Engage in independent writing activities during routine times, such as pretending to write in their own journal  | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>   |



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| <b>LEARNING GOAL 4.a: Children show interest and an understanding of a variety of literacy experiences <i>continued</i>.</b>  |  |   |
| Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)  | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Describe Characters</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>   |
| Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul> |
| Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships   | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>   |
| Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs)       | <ul style="list-style-type: none"> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 5, Pg. 174 Invertebrates</li> </ul>  |
| With guidance and support, relate events and information from stories to their own experiences  | <ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> </ul>   |

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| <b>Component 5: Literacy Development for Dual Language Learners</b>  |  |  |
| Learning Goal 5.a: Children become increasingly engaged in literacy experiences in English.                          |  |  |
| Participate in reading activities, using a variety of genres that are written in English                             | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Describe Characters</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| Choose to read familiar books written in English with increasing independence and to talk about the books in English | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Describe Characters</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| Engage in extended conversations in English about stories  | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul> |
| Retell in English the majority of a story read or told in English  | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>  |

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| <b>Component 6: Emergent Writing</b>   |  |   |
| LEARNING GOAL 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.  |  |   |
| With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms   | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Letters Make Words</li> <li>• Distinguish Letters</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> </ul> |
| Write their first name nearly correctly (may switch the order of letters or write some letters backwards)  | <ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> <li>• Distinguish Letters</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>                |
| Use invented spelling  | <ul style="list-style-type: none"> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Distinguish Letters</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>   |
| With modeling and support, write numerals one through twenty   | <ul style="list-style-type: none"> <li>• Number Instruction</li> </ul>   | <ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> </ul>  |
| LEARNING GOAL 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing. |  |   |
| With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question   | <ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Distinguish Letters</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>   |
| Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list)                        | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>   |

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| <b>COGNITIVE DEVELOPMENT (CD)</b>   |  |  |
| <b>Component 1: Logic and Reasoning</b>   |  |  |
| <b>LEARNING GOAL 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</b>  |  |  |
| Solve complex problems by planning and carrying out a sequence of action  | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul> |
| Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together) | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>   |
| Explain their reasoning behind a strategy or choice and why it worked or didn't work  | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  | <ul style="list-style-type: none"> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>   |
| <b>Component 2: Memory and Working Memory</b>   |  |  |
| <b>LEARNING GOAL 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>   |  |  |
| Accurately recount past experiences in the correct order and include relevant details   | <ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>Connect to Me</li> </ul>   | <ul style="list-style-type: none"> <li>Journal Activities</li> </ul>   |
| Retell a familiar story in the proper sequence, including such details as characters, phrases, and events   | <ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Read-Along Books</li> <li>Informational Books (See titles at end of document.)</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>Connect to Me</li> </ul> | <ul style="list-style-type: none"> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>   |

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| LEARNING GOAL 2.a: Children hold information in their mind and manipulate it to perform tasks <i>continued</i> .  |   |  |
| Remember more and more minute details from a story and are able to answer questions accurately (e.g., “How did the peddler feel when the monkeys didn’t give him back his caps?”) | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> </ul>   | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>                |
| Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)  | <ul style="list-style-type: none"> <li>• Songs: Large, Larger, Largest; Measuring Plants</li> <li>• Order Size</li> <li>• Size</li> <li>• Length</li> <li>• Counting Songs</li> <li>• Number Instruction</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>  |
| Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if they have seven and are given two more)                              | <ul style="list-style-type: none"> <li>• Songs: On the Bayou; Subtract Those Cars; Bakery Subtraction; Counting On; Counting Backward</li> <li>• Book: Five Delicious Muffins</li> <li>• Count On</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Add With Manipulatives</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> <li>• Use Manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>  |
| Successfully follow detailed, multi-step directions   | Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul> |

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| <b>Component 3: Attention and Inhibitory Control</b>  |   |  |
| <b>LEARNING GOAL 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</b>  |   |  |
| Without adult reminders, wait to communicate information in a group   |   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>   |
| Maintain focus on a project for a sustained period of time and over several days  | Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>   |
| Return with focus to an activity or project after having been away from it for a period of time   | Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.   | <ul style="list-style-type: none"> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 4, Pg. 118 Raising Tadpoles</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>                             |
| Demonstrate an awareness of important activities that are “coming up” or “in the near future” (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement | <ul style="list-style-type: none"> <li>Book: I Can’t Wait</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 55 Calendar</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>                 |
| Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person)                        | <ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Oval, Star, Semicircle, Diamond, Octagon</li> <li>Geoboard</li> <li>Tangrams</li> </ul> | <ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>Unit 3, Pg. 348 Friday Story: The Perfect Square</li> <li>Unit 3, Pg. 367 Shapes Mural</li> </ul> |
| Build complex block buildings, intentionally maintaining such features as symmetry  | <ul style="list-style-type: none"> <li>Song: Symmetry</li> <li>Book: Symmetry and Me</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>                                  |

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| <b>Component 4: Cognitive Flexibility</b>  |  |  |
| <b>LEARNING GOAL 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>                         |  |  |
| Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains)     | <ul style="list-style-type: none"> <li>• Soup’s On</li> <li>• Do I Have To?</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>  |
| Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet) | <ul style="list-style-type: none"> <li>• Soup’s On</li> <li>• Do I Have To?</li> <li>• Resources</li> <li>• Listening Rug Rules; Good Playing Rules</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul> |
| Reconstruct a pattern using different materials or modalities  | <ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>   |
| Sort by more than one attribute (e.g., color and shape) into two or more groups  | <ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>   |
| Correctly add an object to an existing series (e.g., of increasing lengths)  | <ul style="list-style-type: none"> <li>• Songs: Train Station Patterns; Measuring Plants</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Length</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>   |

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| <b>MATHEMATICS (M)</b>  |  |   |
| <b>Component 1: Number Sense and Quantity</b>   |  |   |
| <b>LEARNING GOAL 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b> |  |   |
| Quickly name the number in a group of objects, up to 10   | <ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 4, Pg. 102 Read and Write 6: Warm-up Number Dots</li> </ul>   |
| Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern           | <ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>   |
| Use strategies to count large sets of objects (more than 10)  | <ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Place Value</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>   |
| Know the number that comes before or after a specified number (up to 20)  | <ul style="list-style-type: none"> <li>• Songs: Counting On; Counting Backward</li> <li>• Book: A Space Adventure</li> <li>• Count On</li> <li>• Count Back</li> <li>• Order Numbers</li> <li>• Number Counting</li> <li>• Number Chart</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> </ul>            |
| Recognize and order each written numeral up to 10   | <ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Order Numbers</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> </ul>   |
| Associate a quantity with a written numeral up to 10  | <ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> <li>• Math Books</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul> |



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| <b>Component 2: Number Relationships and Operations</b>  |   |  |
| LEARNING GOAL 2.a: Children learn to use numbers to compare quantities and solve problems.   |   |  |
| Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other                                      | <ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> </ul>   |
| Understand that adding one or taking away one changes the number in a group of objects by exactly one  | <ul style="list-style-type: none"> <li>• Songs: On the Bayou; Subtract Those Cars</li> <li>• Book: Five Delicious Muffins</li> <li>• Count On by 1</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Add With Manipulatives (Add 1)</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> <li>• Use Manipulatives (Subtract 1)</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>  |
| Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten                                     | <ul style="list-style-type: none"> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> <li>• Add With Manipulatives (Add 1)</li> <li>• Use Manipulatives (Subtract 1)</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>                  |
| <b>Component 3: Classification and Patterning</b>  |   |  |
| LEARNING GOAL 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern. |   |  |
| Sort objects by more than one attribute (e.g., color and shape) into two or more groups  | <ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Make Comparisons</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul> |

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| <p><b>LEARNING GOAL 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern <i>continued</i>.</b></p>                      |  |  |
| <p>Sort sets of objects by one characteristic, then sort by a different characteristic and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)</p>        | <ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul> |
| <p>Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)</p>                              | <ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>   |
| <p>Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)</p>  | <ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>   |
| <p>Replicate and extend simple growing (or enlarging) patterns</p>   | <ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>   |
| <p><b>Component 4: Measurement, Comparison, and Ordering</b></p>   |  |  |
| <p><b>LEARNING GOAL 4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b></p>                  |  |  |
| <p>Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)</p> | <ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Make Comparisons</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>  |

| RHODE ISLAND STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
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| <p>LEARNING GOAL 4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons <i>continued</i>.</p> |   |   |
| <p>Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)</p>  | <ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Measurement Tools</li> <li>• Nonstandard Units of Length</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>                               |
| <p>Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)</p>  | <ul style="list-style-type: none"> <li>• Songs: Large, Larger, Largest; Measuring Plants</li> <li>• Measurement Tools</li> <li>• Nonstandard Units of Length</li> <li>• Size</li> <li>• Length</li> <li>• Capacity</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul> |
| <p><b>Component 5: Geometry and Spatial Sense</b></p>   |   |   |
| <p>LEARNING GOAL 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p>                                       |   |   |
| <p>Describe and compare shapes using their attributes (e.g., “a triangle has three sides, but a square has four.”)</p>  | <ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>  |
| <p>Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)</p>  | <ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Unit 3, Pg. 348 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> </ul>                                      |
| <p>Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks</p>                                    | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>   |

| RHODE ISLAND STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <b>LEARNING GOAL 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space <i>continued</i>.</b>   |   |  |
| Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)   | <ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>                                     |
| Correctly name some three-dimensional shapes (e.g., cube, cone, cylinder)  | <ul style="list-style-type: none"> <li>• Solid Shapes</li> <li>• Space Shapes</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>  |
| Understand and use language related to directionality, order, and the position of objects, such as “up,” “down,” “in front,” and “behind”  | <ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> </ul>                             | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>   |
| <b>SCIENCE (S)</b>   |   |  |
| <b>Component 1: Scientific Inquiry and Application</b>   |   |  |
| <b>LEARNING GOAL 1.a: Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.</b>  |   |  |
| Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat) | <ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Measurement Tools</li> <li>• Science Tools</li> <li>• Capacity</li> <li>• Calendar/Graph Weather</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul> |

| RHODE ISLAND STANDARDS   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>LEARNING GOAL 1.a: Children learn to plan for and carry out investigations and collect, evaluate, and communicate information <i>continued</i>.</b>   |  |   |
| Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes | <ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>   |
| Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)                 | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>   |
| <b>Component 2: Knowledge of Science Concepts</b>  |  |   |
| <b>LEARNING GOAL 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</b>  |  |   |
| Describe the characteristics that define living things   | <ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> </ul>   |
| Observe the similarities, differences, and categories of plants and animals  | <ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Animal Bodies</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers; Animal Bodies</li> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> <li>• Food From Plants</li> <li>• Animal Bodies</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 184 Insect Parts</li> </ul> |

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| <p>LEARNING GOAL 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring <i>continued.</i></p> |  |   |
| <p>Ask and answer questions about changes in the appearance, behavior, and habitats of living things</p>   | <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Animal Bodies</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Food From Plants</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Mountains</li> <li>• Rainforests</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul> |
| <p>Use increasingly complex vocabulary to describe natural elements</p>  | <p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>   | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>   |
| <p>Differentiate between natural and man-made materials</p>  | <ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> <li>• Natural Resources</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>   |
| <p>Describe changes that occur in the natural environment over time</p>  | <ul style="list-style-type: none"> <li>• Songs: Four Seasons; Precipitation</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> <li>• Clouds</li> </ul>  |   |

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| <p><b>LEARNING GOAL 2.a:</b> Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring <i>continued.</i></p>  |   |  |
| <p>Make observations about physical properties of objects, the motion of toys and objects, and changes in matter</p>   | <ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Push and Pull</li> <li>• Books: Mr. Mario’s Neighborhood; Pancakes Matter</li> <li>• Solid and Liquid</li> <li>• Push and Pull</li> <li>• States of Water</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>   |
| <p><b>SOCIAL STUDIES (SS)</b></p>  |   |  |
| <p><b>Component 1: Self, Family, and Community</b></p>   |   |  |
| <p><b>LEARNING GOAL 1.a:</b> Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</p> |   |  |
| <p>Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)</p>  | <p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul> |
| <p>Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and a general plot), for example, by acting out family or community roles and events</p>  | <ul style="list-style-type: none"> <li>• Papa’s Play</li> </ul>   | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>   |
| <p>Demonstrate an understanding that “fairness” involves taking turns and sharing roles</p>  | <ul style="list-style-type: none"> <li>• It’s Not Fair!</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>         |
| <p>Engage in peer conflict resolution with increasing independence</p>   | <p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>                           |
| <p>Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying “That boy is bigger than me!”)</p>   | <ul style="list-style-type: none"> <li>• Size</li> <li>• Order Size</li> <li>• Make Comparisons</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> </ul>   |

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| <b>Component 2: History and Geography</b>  |   |  |
| LEARNING GOAL 2.a: Children understand concept of time (past, present, and future) and place.  |   |  |
| Use such terms as “today,” “tomorrow,” and “next time” with some accuracy  | <ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Observe a Simple System</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul> |
| Use and understand concepts of “before” and “after”  | <ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> <li>• Observe a Simple System</li> </ul>   |  |
| Recognize the passage of time through day-and-night cycles and through changing seasons  | <ul style="list-style-type: none"> <li>• Song: Four Seasons</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul> |
| Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school) | <ul style="list-style-type: none"> <li>• Songs: Four Ecosystems; I Am Part of All I See</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>  |
| Create drawings of home and school   | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>   |
| Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)   | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>  |
| Identify familiar landmarks (police or fire station, grocery store)  | <b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>  |



| RHODE ISLAND STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <b>CREATIVE ARTS (CA)</b>  |   |  |
| <b>Component 1: Experimentation and Participation in the Creative Arts</b>   |   |  |
| <b>LEARNING GOAL 1.a: Children gain appreciation for and participate in the creative arts.</b>   |   |  |
| Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs  | <ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>          |
| Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)  | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>   |
| Write and act out stories based upon familiar topics or characters   | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Dramatic Play Activities</li> <li>• Journal Activities</li> </ul>  |
| Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.     | <ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Papa's Play</li> </ul>                          | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 5, Pg. 209 Spider Webs</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 198 Program Decorations</li> </ul> |
| Plan art and show increasing care and persistence in completing it   | <ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Mama's Melody</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>   |
| Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail | <ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>   |

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| LEARNING GOAL 1.a: Children gain appreciation for and participate in the creative arts <i>continued.</i> |   |   |
| <p>Communicate about elements appearing in art, music, and drama</p>                                     | <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Papa’s Play</li> <li>• Baby’s Ballet</li> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> </ul> | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 117 Jar Symphony</li> <li>• Unit 2, Pg. 256 Polly’s Tea</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 3, Pg. 361 Fire Painting</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 3, Pg. 368 Shades of Paint</li> <li>• Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</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.

## 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](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

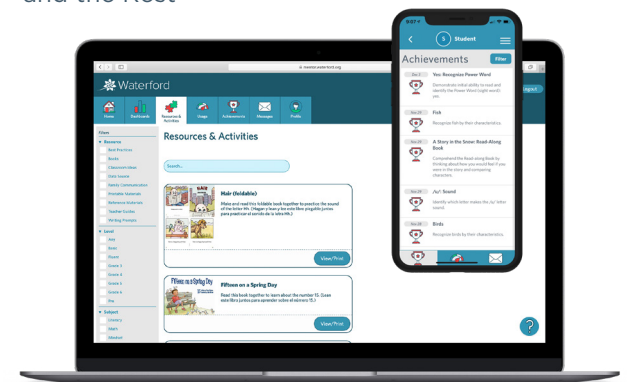
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

#### 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).