

CURRICULUM *Correlation*



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

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CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COGNITION		
Strand A: Early Learning experiences will support children to develop effective approaches to learning.		
Curiosity and Initiative		
C.60.1 Investigate ways to make something happen	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Science Tools Magnets 	<ul style="list-style-type: none"> Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 1, Pg. 110 Plan, Do, Review Unit 7 Pg. 141 Tool Workshop
Engagement with Environment, People, and Objects		
C.60.2 Express interest in learning about a specific topic over time	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Center Activities Story Time Activities
C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 1, Pg. 32 Train My Brain: Determination Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Eagerness to Learn		
C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	<ul style="list-style-type: none"> Squirrel’s Sketches Mama’s Melody The Picnic 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 3, Pg. 346 Journal Prompt: My Job Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
Cooperation with Peers in Learning Experiences		
C.60.5 Plan and complete learning activity with a peer	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 60 Turn and Talk Matching Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 84 Working Together
C.60.6 Model or teach peers how to use materials or complete a task	<ul style="list-style-type: none"> Do I Have To? 	<ul style="list-style-type: none"> Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help Unit 5, Pg. 197 Good Friends Activity: I’m a Helper Unit 6, Pg. 20 May I Help Game

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand B: Early Learning experiences will support children to use logic and reasoning.		
Cause and Effect		
C.60.7 Try multiple uses of same materials and observe differing results		<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 1, Pg. 110 Plan, Do, Review • Unit 7 Pg. 141 Tool Workshop
Attributes, Sorting, and Patterns		
C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Size • Big and Little • Heavy and Light • Tall and Short • Large Small Toys • Big Little Animals 	<ul style="list-style-type: none"> • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 200 Which Cup Holds More?
C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar • Yesterday/Tomorrow • Patterns 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Calendar • Unit 1, Pg. 55 Schedule
C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”)	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright 	
Problem Solving		
C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Symbolic Representation		
C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)	<ul style="list-style-type: none"> Soup's On Perfect Present 	<ul style="list-style-type: none"> Dramatic Play Activities Introduction, Pg. 9 Block Center Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality	<ul style="list-style-type: none"> Real and Make-believe Papa's Play 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 7, Pg. 208 Program Rehearsal Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Dramatic Play Activities Introduction, Pg. 9 Block Center Unit 2, Pg. 225 Where We Are Unit 2, Pg. 247 Clay Portraits Unit 4, Pg. 28 Classroom Block Play Unit 7, Pg. 208 Program Rehearsal Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Strand C: Early Learning experiences will support children to strengthen executive function.		
Choosing and Planning		
C.6.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan	<ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 1, Pg. 110 Plan, Do, Review
Task Persistence		
C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 3, Pg. 306 How Do Plants Drink? Unit 4, Pg. 118 Raising Tadpoles
Cognitive Flexibility		
C.60.17 Generate or seek out multiple solutions to a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 107 How to Solve a Problem Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Working Memory		
LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”)	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules on topics that encourage children to contribute personal experiences.	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations
Regulation of Attention and Impulses		
C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer	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"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 110 Plan, Do, Review • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	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"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, PG. 80 Waiting Game • Unit 6, Pg. 75 Grown-up Manners
SOCIAL AND EMOTIONAL DEVELOPMENT		
Strand A: Early Learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.		
Trusting Relationships		
SE.60.1 Seek help and approval from a wider array of adults in trusted roles	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Squirrel’s Blocks <p>Resources:</p> <ul style="list-style-type: none"> • Trusted Adults • Community Helpers 	<ul style="list-style-type: none"> • Unit 3, Pg. 373 Trusted Adults • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 75 Grown-up Manners

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Managing Separation		
SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult	Resources: <ul style="list-style-type: none"> Trusted Adults Community Helpers 	<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 14 School Field Trip Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 75 Grown-up Manners
Strand B: Early Learning experiences will support children to develop self-regulation.		
Regulation of Emotions and Behavior		
SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles Unit 4, Pg. 57 Self-Control Instruments
SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 14 School Field Trip Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles Unit 4, Pg. 57 Self-Control Instruments Unit 6, Pg. 75 Grown-up Manners
Regulation of Impulses and Behavior		
SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Lost and Found Squirrel's Blocks Lost Dinosaur 	<ul style="list-style-type: none"> Introduction, Pg. 16 Private Place Unit 1, Pg. 32 Train My Brain: Determination Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles
SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	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"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 57 Self-Control Instruments Unit 4, PG. 80 Waiting Game Unit 6, Pg. 75 Grown-up Manners

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Regulation of Impulses and Behavior <i>continued</i>		
SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
Strand C: Early Learning experiences will support children to develop, express, recognize and respond to emotions.		
Emotional Expression		
SE.60.8 Describe emotions and feelings to trusted adults and peers	<ul style="list-style-type: none"> • Do I Have To? • Lost Dinosaur • Squirrel Blocks • Clubhouse • Papa’s Thumb • Lost Keys • Where’s Papa? • Lost and Found • Broken Vase • Come Inside 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings
Recognition and Response to Emotions in Others		
SE.60.9 Recognize and show acknowledgment of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness)	<ul style="list-style-type: none"> • Do I Have To? • Baby’s Blocks • Boo Hoo Baby <p>Resources:</p> <ul style="list-style-type: none"> • Please and Thank You • Teaching Children Manners 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand D: Early Learning experiences will support children to develop self-awareness, self-concept and competence.		
<i>Sense of Self</i>		
SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • My Name Is Squirrel 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
<i>Personal Preferences</i>		
SE.60.12 Describe self by referring to preferences, thoughts and feelings	<ul style="list-style-type: none"> • Books: Lumpy Mush; Ooey, Goopy Mud; I Hate Peas; Bad News Shoes 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 7, Pg. 139 Painting My Feelings
<i>Self-Concept and Competency</i>		
SE.60.13 Demonstrate increased confidence and willingness to take risks when attempting new tasks and making decisions regarding activities and materials	<ul style="list-style-type: none"> • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 212 It's Different, But It's Good!
SE.60.14 Show pride in accomplishments and abilities	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Mama's Melody • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
<i>Healthy Behaviors</i>		
<i>Adult Relationships</i>		
SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 75 Grown-up Manners

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Play/Friendship</i>		
SE.60.16 Cooperate with peers through sharing and taking turns	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together
SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 238 Friends Use Kind Words
SE.60.18 Seek help from peers and offer assistance when it is appropriate	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 75 Grown-Up Manners
<i>Conflict Resolution</i>		
SE.60.19 Engage in developing solutions and work to resolve conflict with peers	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We’re All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHYSICAL DEVELOPMENT AND HEALTH		
Strand A: Early Learning experiences will support children to develop gross motor skills.		
Mobility		
PH.60.1 Alternate direction while running and stop easily without losing balance		<ul style="list-style-type: none"> • Unit 1, pg. 143 Builders and Bulldozers • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 6, pg. 122 Obstacle Course
Large Muscle Movement and Coordination		
PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)	Resources: <ul style="list-style-type: none"> • Yoga Booklet 	<ul style="list-style-type: none"> • Unit 1, pg. 143 Builders and Bulldozers • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 6, pg. 122 Obstacle Course
Strand B: Early Learning experiences will support children to develop fine motor skills.		
Visual Motor Integration		
PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, pg. 114 Snip, Snip, Cut • Unit 2, pg. 254 Polly Put the Kettle On • Unit 3, pg. 314 Cutting Shapes
Small Muscle Movements and Coordination		
PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Read and Write Number Activities • Capital Letter Introductions • Lowercase Letter Introductions
PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand C: Early Learning experiences will support children to acquire adaptive skills.		
Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.		
Feeding Routines/Nutrition		
PH.60.6 Use butter knife to spread and cut. Open most containers to remove food		<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant
Safety and Responsibility		
PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community	<ul style="list-style-type: none"> Songs: Sun Blues; Storms Resources: <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety for Kids 	<ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing and Snack Unit 1, Pg. 15 Wash Hands and Use Bathroom Unit 3, Pg. 334 Tuesday Story: Call For Help Unit 3, Pg. 337 Emergency! Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 117 Digital Safety Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
Dressing and Hygiene		
PH.60.8 Typically manage own dressing, toileting and basic hygiene	<ul style="list-style-type: none"> Books: The Germs Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing and Snack Unit 1, Pg. 15 Wash Hands and Use Bathroom Unit 6, Pg. 108 Exercise Makes Me Better
Strand D: Early Learning experiences will support children to maintain physical health status and well-being.		
Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.		
Physical Activity		
PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	Resources: <ul style="list-style-type: none"> Yoga Booklet 	<ul style="list-style-type: none"> Unit 6, pg. 108 Exercise Makes Me Better Unit 6, pg. 118 Come Rest Awhile (Yoga) Unit 6, pg. 122 Obstacle Course

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Healthy Behaviors		
PH.60.10 Identify healthy practices including hygiene, nutrition and sleep	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 3, Pg. 319 Plant Part Salad • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 7, Pg. 205 Healthy Eating
LANGUAGE AND LITERACY		
Strand A: Early Learning experiences will support children to understand language (receptive language).		
Word Comprehension		
L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 5, Pg. 151 Dinosaur Stomp
Language Comprehension		
L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often listening to complex sentences and following multi-step directions.	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 7, Pg. 238 Surfing the Waves

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand B: Early Learning experiences will support children to use language (expressive language).		
Vocabulary		
<p>L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</p>	<p>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.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 5, Pg. 151 Dinosaur Stomp
<p>L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)</p>	<p>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.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 5, Pg. 151 Dinosaur Stomp
Expression of Ideas, Feelings and Needs		
<p>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks; Large, Larger, Largest; Savanna Size • Book: Up in the Air • Vocabulary • Build Knowledge • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last • Big and Little • Heavy and Light • Tall and Short 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Language Structure		
L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar, with appropriate conversation rules, as they communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 254 Polly Put the Kettle On Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 20 May I Help Game Unit 6, Pg. 75 Grown-up Manners
L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	<ul style="list-style-type: none"> Song: Adjectives Describe Vocabulary Build Knowledge 	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 112 Elephant Invitations Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 5, Pg. 151 Dinosaur Stomp
Strand C: Early Learning experiences will support children to use language for social interaction		
Conventions of Conversation		
L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions	Social-emotional videos model conversations initiated by various characters as they develop ideas and ask and answer relevant questions.	<ul style="list-style-type: none"> Dramatic Play Activities Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 214 Set the Table, Please
Language for Interaction		
L.60.10 Use language to share ideas and gain information	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras Science Investigation 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 214 Set the Table, Please
Strand D: Early Learning experiences will support children to gain book appreciation and knowledge.		
Interest and Engagement with Books		
L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Read-Along Books Informational Books Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)		
L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Dramatic Play Activities • Story Time Activities
L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Story Time Activities
L.60.14 Use connections between self and character, experience and emotions to increase comprehension	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Step Into the Story • Connect to Me 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations
Strand E: Early Learning experiences will support children to gain knowledge of print and its uses.		
Book Concepts		
L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read with Me Books • Informational Books • Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
L.60.16 Know that books have titles, authors, illustrators or photographers	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"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities
L.60.17 Recognize words as a unit of print and that letters are grouped to form words	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words tell about the Pictures 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Print Concepts		
L.60.18 Identify some familiar printed words out of context	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words tell about the Pictures • Words in Your World 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words
L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	<ul style="list-style-type: none"> • Letter Sound Songs • Distinguish Letters • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words
Letter Recognition		
L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words	<ul style="list-style-type: none"> • ABC Songs • Letter Match • Distinguish Letters • Letter Checker • Fast Letter Fun • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words
L.60.21 Make some letter-sound connections	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand F: Early Learning experiences will support children to develop phonological awareness.		
Phonological Awareness		
L.60.22 Produce rhyming words or words that have same initial sound	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Finish the Picture • One Doesn't Rhyme • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am III: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds
L.60.23 Recognize which words in a set of words begin with the same sound	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/
L.60.24 Distinguish syllables in words	<ul style="list-style-type: none"> • Syllables • Syllable Safari 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Name Syllable • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 5, Pg. 166 Listening Activity: Fast Syllables • Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables • Unit 5, Pg. 186 Listening Activity: Hairy Syllables • Unit 5, Pg. 196 Listening Activity: I Spy Syllables • Unit 5, Pg. 218: Listening Activity: Jumbled Syllables

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand G: Early Learning experiences will support children to convey meaning through drawing, letters and words.		
Drawing and Writing		
L.60.25 Draw original stories with a beginning, middle and end	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities
L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
CREATIVE ARTS		
Strand A: Early Learning experiences will support children to engage in and enjoy the arts.		
Music		
CA.60.1 Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word • Segmentation • Unit 3, Pg. 369 Where is Thumbkin: Find the Marble • Unit 4, Pg. 57 Self-Control Instruments • Unit 5, Pg. 188 Insect Walking Sounds • Unit 6, Pg. 85 Storytelling With Instruments
CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop
CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft)	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> • Unit 1, Pg. 117 Jar Symphony • Unit 3, Pg. 283 High and Low • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word • Segmentation • Unit 5, Pg. 140 Grumble, Talk, or Screech • Unit 6, Pg. 22 Find the Beat • Unit 6, Pg. 59 Rhythm Stick Sounds
CA.60.4 Create music using their voices and/or a variety of instruments and materials	Resources: <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 4, Pg. 57 Self-Control Instruments • Unit 5, Pg. 188 Insect Walking Sounds • Unit 6, Pg. 85 Storytelling With Instruments

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Visual Arts		
CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities
Drama		
CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time)	<ul style="list-style-type: none"> • Papa’s Play Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play	<ul style="list-style-type: none"> • Papa’s Play Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Dance		
CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees -- sway arms, wiggle fingers, stretch, fall to ground)	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody Resources: <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space
Strand B: Early Learning experiences will support children to explore and respond to creative works.		
Appreciation of the Arts		
CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 2, Pg. 256 Polly’s Tea • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 361 Fire Painting • Unit 3, Pg. 368 Shades of Paint • Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS		
Strand A: Early Learning experiences will support children to understand counting and cardinality.		
Number Names		
M.60.1 Say or sign the number sequence up to at least 20	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Counting • Order Numbers • Number Instruction • Counting Puzzle 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle
Cardinality		
M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • One-to-one Correspondence • Number Counting • Order Numbers • Number Instruction • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle
M.60.3 Count out a set of objects up to five	<ul style="list-style-type: none"> • Counting Songs • Number Books • Number Instruction • Number Counting • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
Written Numerals		
M.60.4 Recognize written numerals up to at least 10	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • Number Instruction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Recognition of Quantity		
M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	<ul style="list-style-type: none"> • Moving Target (Dot) • Bug Fun 	<ul style="list-style-type: none"> • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
Comparison		
M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10
Strand B: Early Learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).		
Number Operations		
M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five	<ul style="list-style-type: none"> • Songs: Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars • Book: Five Delicious Muffins • Make and Count Groups • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups 	<ul style="list-style-type: none"> • Unit 5, Pg. 210 Counting to 8 in Relation to 5 • Unit 6, pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, pg. 247 How Many Are Hiding?
M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	<ul style="list-style-type: none"> • Sums to 5 • Add Groups • Minuends to 5 • Subtract From 5 • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 210 Counting to 8 in Relation to 5 • Unit 7, pg. 247 How Many Are Hiding?

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand C: Early Learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).		
Measurement		
<p>M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Make Comparisons • Size • Big and Little • Short and Tall • Heavy and Light • Length • Capacity 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
<p>M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or nonstandard measurement tools</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Capacity • Length • Weight 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
Data		
<p>M.60.11 Represent data using a concrete object or picture graph according to one attribute</p>	<ul style="list-style-type: none"> • Weather • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
<p>M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Short and Tall • Heavy and Light 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 7, Pg. 205 Healthy Eating

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand D: Early Learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).		
Spatial Relationships		
<p>M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
Identification of Shapes		
<p>M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Space Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 28 Classroom Block Play
Composition of Shapes		
<p>M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams • Puzzles <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center; Pg. 12 Math Center • Unit 3, Pg. 348 Friday Story: The Perfect Square • Unit 3, Pg. 367 Shapes Mural

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENCE		
Strand A: Early Learning experiences will support children to apply scientific practices.		
Questioning and Defining Problems		
S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold? • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
Investigating		
S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships	<ul style="list-style-type: none"> • Songs: The Scientific Method; The Five Senses • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation
S.60.3 Gather data by drawing, counting or otherwise documenting observations	<ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Science Tools • Science Investigation • Weather • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold?
Using Evidence		
S.60.4 Give evidence from observations or investigations	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold?
S.60.5 Begin to distinguish evidence from opinion	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: Milton’s Mittens; One More Cat • Science Tools • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold?

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand B: Early Learning experiences will support children to engage in the process of engineering.		
Design Cycle		
S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 1, Pg. 110 Plan, Do, Review
Strand C: Early Learning experiences will support children to understand patterns, process and relationships of living things.		
Unity and Diversity of Life		
S.60.7 Group and classify living things based upon features, providing evidence to support groupings	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals • Birds • Fish • Amphibians • Reptiles • Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals • Birds • Fish • Amphibians • Reptiles • Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 4, Pg. 118 Raising Tadpoles • Unit 5, Pg. 142 What Makes a Reptile?
Living Things and Their Interactions with the Environment and Each Other		
S.60.9 Provide examples of how animals depend on plants and other animals for food	<ul style="list-style-type: none"> • Songs: Food from Plants; What Animals Eat • Book: Follow the Apples! • Food from Plants 	<ul style="list-style-type: none"> • Unit 4, Pg. 54 Help the Birds • Unit 4, Pg. 100 Dramatic Play: Pond
Strand D: Early Learning experiences will support children to understand physical sciences.		
Energy, Force and Motion		
S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move	<ul style="list-style-type: none"> • Songs: The Scientific Method; Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Energy, Force and Motion <i>continued</i>		
S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 7, Pg. 141 Tool Workshop
Matter and its Properties		
S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties	<ul style="list-style-type: none"> • Materials • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation
S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)	<ul style="list-style-type: none"> • Songs: Precipitation; Solid or Liquid • Book: Pancakes Matter • Solid and Liquid 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 3
Strand E: Early Learning experiences will support children to understand features of earth.		
Earth’s Features and the Effects of Weather and Water		
S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth’s features (e.g., The stream has greater water flow after snow melts.)	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Books: That’s What I Like, a Book About Seasons; I Want to Be a Scientist Like Joanne Simpson • Weather • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
Earth and Human Activity		
S.60.15 Explore how humans’ use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)	<ul style="list-style-type: none"> • Songs: I am Part of All I See, Conservation, Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth 	

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL STUDIES		
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.		
Individual Development and Identity		
SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	<ul style="list-style-type: none"> Books: Mine; Moving Day; George and Jack; Seeing Fingers; Noise? What Noise? 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
Culture		
SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	<ul style="list-style-type: none"> Sing Around the World Songs Books: The Story Cloth; Treasures From the Loom; Lorenzo’s Llama; Duc Tho Le’s Birthday Present; Moving Day; Yangshi’s Perimeter; Tortillas, Tortillas 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 6, Pg. 89 Storytelling Festival
Strand B: Early Learning experiences will support children to learn about people and the environment.		
Power, Authority and Governance		
SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.</p> <p>Resources:</p> <ul style="list-style-type: none"> Good Playing Rules 	<ul style="list-style-type: none"> Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip Unit 1, Pg. 39 Quiet Time Unit 5, Pg. 230 Dramatic Play: Library
People, Places and Environments		
SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling	<ul style="list-style-type: none"> Songs: Pollution Rap; I am Part of All I See; Conservation Pollution and Recycling Care of Water Care of Earth 	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 1, Pg. 31 Clean Up and Center Review Unit 2, Pg. 214 Garbage Elves Unit 2, Pg. 232 Wash the Tables! Unit 3, Pg. 346 Journal Prompt: My Job
SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <p>Resources:</p> <ul style="list-style-type: none"> Exploring Your Home City with Your Children 	<ul style="list-style-type: none"> Introduction, Pg. 9 Block Center Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Civic Ideals and Practices		
SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 31 Clean Up and Center Review • Unit 2, Pg. 214 Garbage Elves • Unit 2, Pg. 232 Wash the Tables! • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 4, Pg. 118 Raising Tadpoles
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.		
Individuals, Groups and Institutions		
SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras; My Reptile Hospital <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • I Love My Hat • Role Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 326 We All Have Jobs • Unit 5, Pg. 230 Dramatic Play: Library • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist’s Office
Production, Distribution and Consumption		
SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	<ul style="list-style-type: none"> • Songs: Money; Save Your Pennies • Books: Bugs For Sale; Fudge For Sale 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Science, Technology and Society		
SS.60.9 Begin to be aware of technology and how it affects life	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touchpad, monitor) and learn to use them properly. <ul style="list-style-type: none"> • Print Concepts Introduction 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Strand D: Early Learning experiences will support children to understand change over time.		
Time, Continuity and Change		
SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one’s self, family and community	<ul style="list-style-type: none"> • Books: I Can’t Wait; The Old Maple Tree • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Calendar • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history	<ul style="list-style-type: none"> • Song: Seasons • Books: That’s What I Like: A Book About Seasons; I Can’t Wait • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Journal Activities • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten

PRE-READING

Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

Readable (Walk-through/Jump-through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam

FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

Informational Books

The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can

Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



SUPPORT

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

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

PRE-MATH & SCIENCE

Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

BASIC MATH & SCIENCE

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

FLUENT MATH & SCIENCE

Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at waterford.mentor.org can be found in Spanish or with Spanish support.

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

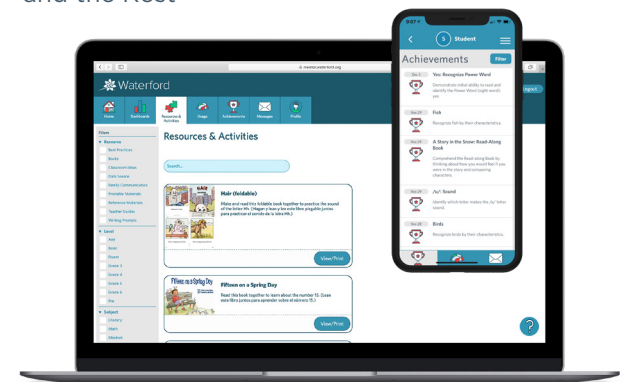
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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