

# CURRICULUM *Correlation*



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

# TABLE OF CONTENTS

<b>AREA 1: SOCIAL AND EMOTIONAL DEVELOPMENT</b> .....	<b>1</b>
Self - Preschool (3 - 5 years) .....	1
Self-Regulation - Preschool (3 - 5 years) .....	2
Relationship with Adults - Preschool (3 - 5 years) .....	3
Relationship with Children - Preschool (3 - 5 years) .....	4
<b>AREA 2: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT</b> .....	<b>6</b>
Healthy and Safe Living - Preschool (3 - 5 years) .....	6
Large Motor Skills - Preschool (3 - 5 years) .....	7
Small Motor Development - Preschool (3 - 5 years) .....	8
<b>AREA 3: APPROACHES TO LEARNING</b> .....	<b>9</b>
Curiosity and Initiative - Preschool (3 - 5 years) .....	9
Engagement and Persistence - Preschool (3 - 5 years) .....	10
Reasoning and Problem Solving - Preschool (3 - 5 years) .....	11
Play and Senses - Preschool (3 - 5 years) .....	12
<b>AREA 4: SOCIAL STUDIES</b> .....	<b>13</b>
Awareness of Family and Community - Preschool (3 - 5 years) .....	13
Awareness of Culture - Preschool (3 - 5 years) .....	14
Awareness of the Relationship Between People and the Environment in Which They Live - Preschool (3 - 5 years) .....	15
Awareness of Past - Preschool (3 - 5 years) .....	16
<b>AREA 5: CREATIVE ARTS</b> .....	<b>17</b>
Music, Rhythm, and Movement - Preschool (3 - 5 years) .....	17
Dramatic Play - Preschool (3 - 5 years) .....	18
<b>AREA 6: COMMUNICATION, LANGUAGE, AND LITERACY</b> .....	<b>19</b>
Language Understanding and Use - Preschool (3 - 5 years) .....	19
Early Literacy - Preschool (3 - 5 years) .....	21
Early Writing - Preschool (3 - 5 years) .....	24

<b>AREA 7: MATHEMATICS</b> .....	<b>25</b>
Numbers and Operations - Preschool (3 - 5 years) .....	25
Patterns - Preschool (3 - 5 years) .....	26
Shapes and Spatial Relationships - Preschool (3 - 5 years) .....	27
Measurements - Preschool (3 - 5 years) .....	28
Data Analysis - Preschool (3 - 5 years) .....	29
<b>AREA 8: SCIENCE</b> .....	<b>30</b>
Scientific Investigations - Preschool (3 - 5 years) .....	30
Scientific Reasoning - Preschool (3 - 5 years) .....	32
Scientific Communications - Preschool (3 - 5 years) .....	34
<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>37</b>
<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....	<b>40</b>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>AREA 1: SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>Self - Preschool (3 - 5 years)</b>		
Standard 1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.		
<i>Benchmarks: The child...</i>		
1.2.PS.1 expresses a positive sense of self in terms of specific abilities.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; Grandpa’s Great Athlete; Bad News Shoes; Movin’ to the Music Time</li> <li>• Squirrel’s Sketches</li> <li>• My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</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> <li>• Unit 7, Pg. 246 I Know</li> </ul>
1.2.PS.2 expresses needs, wants, opinions, and feelings in socially appropriate ways.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Lost and Found</li> <li>• Squirrel’s Blocks</li> <li>• Lost Dinosaur</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Feelings Posters</li> <li>• Lots of Feelings</li> <li>• Guess How I’m Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 74 It’s Okay to Say No</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
1.2.PS.3 demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride accomplishments.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>• Arrival and Toy Time Routines</li> <li>• Reflection and Dismissal Routines</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 28 SmartStart Orientation</li> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.		
<i>Benchmarks: The child...continued</i>		
1.1.PS.4 recognizes own power to make choices.	<ul style="list-style-type: none"> <li>• Books: Bugs For Sale; Fudge For Sale; Bad News Shoes</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Money</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 6, Pg. 58 My Great Idea</li> <li>• Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
<b>Self-Regulation - Preschool (3 - 5 years)</b>		
Standard 1.2.PS Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.		
<i>Benchmarks: The child...</i>		
1.2.PS.1 demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.	<p>Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
1.2.PS.2 persists with difficult tasks without becoming overly frustrated.	<p>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.</p>	<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> </ul>
1.2.PS.3 begins to accept consequences of his or her own actions.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</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>
1.2.PS.4 manages transitions and changes to routines.	<ul style="list-style-type: none"> <li>• Soup's On!</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.2.PS Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.		
<i>Benchmarks: The child...continued</i>		
1.2.PS.5 states feelings, needs, and opinions in difficult situations without harming self, others, or property.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• It’s Not Fair</li> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</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>
1.2.PS.6 expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• It’s Not Fair</li> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I’m Feeling</li> <li>• Emotion Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> <li>• Unit 4, Pg. 52 What Would Pete the Cat Do?</li> </ul>
<b>Relationship with Adults - Preschool (3 - 5 years)</b>		
Standard 1.3.PS Children relate positively with significant adults.		
<i>Benchmarks: The child...</i>		
1.3.PS.1 interacts comfortably with familiar adults.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
1.3.PS.2 accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>

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Standard 1.3.PS Children relate positively with significant adults.		
<i>Benchmarks: The child...continued</i>		
1.3.PS.3 expresses affection toward familiar adults.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Where's Papa?</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> </ul>
1.3.PS.4 shows trust in familiar adults.	<ul style="list-style-type: none"> <li>• Lost and Found</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
1.3.PS.5 seeks help, as needed, from familiar adults.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 6, Pg. 117 Digital Safety</li> </ul>
<b>Relationship with Children - Preschool (3 - 5 years)</b>		
Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.		
<i>Benchmarks: The child...</i>		
1.4.PS.1 initiates and sustains positive interactions with peers, and organizes play.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 88 Let's Play</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> </ul>
1.4.PS.2 wants to please and be like friends.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>

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Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.		
<i>Benchmarks: The child...continued</i>		
1.4.PS.3 negotiates with others to resolve disagreements.	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 4, Pg. 84 Working Together</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>
1.4.PS.4 develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. <b>Resources:</b> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
1.4.PS.5 expresses empathy to other children (peers), and demonstrates caring behaviors.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
1.4.PS.5 accepts consequences of his or her actions.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</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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IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.		
<i>Benchmarks: The child...continued</i>		
1.4.PS.6 recognizes how behaviors can affect others.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 7, Pg. 184 Consequence Game</li> </ul>
1.5.PS.7 names friends.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Marmot's Basket</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> </ul>
<b>AREA 2: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT</b>		
<b>Healthy and Safe Living - Preschool (3 - 5 years)</b>		
Standard 2.1.PS Children show increasing awareness of healthy and safe living practices.		
<i>Benchmarks: The child...</i>		
2.1.PS.1 begins to recognize and select healthy foods.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
2.1.PS.2 follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	<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</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
2.1.PS.3 develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Healthy Food</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>





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IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 2.1.PS Children show increasing awareness of healthy and safe living practices.		
<i>Benchmarks: The child...continued</i>		
2.1.PS.4 demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.	<ul style="list-style-type: none"> <li>• Songs: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
2.1.PS.5 communicates safety rules and the reasons for the rules for indoor and outdoor environments.	<ul style="list-style-type: none"> <li>• Songs: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 165 Safe Smelling</li> <li>• Unit 3, Pg. 287 Sun Safe Song</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. 231 Water Safety</li> </ul>
<b>Large Motor Skills - Preschool (3 - 5 years)</b>		
Standard 2.2.PS Children develop large motor skills.		
<i>Benchmarks: The child...</i>		
2.2.PS.1 demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit, 6 Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
2.2.PS.2 demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.		<ul style="list-style-type: none"> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>

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Standard 2.2.PS Children develop large motor skills.		
<i>Benchmarks: The child...continued</i>		
2.2.PS.3 expresses enjoyment in participating in physical experiences and creative movement.		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
<b>Small Motor Development - Preschool (3 - 5 years)</b>		
Standard 2.3.PS Children develop small motor skills.		
<i>Benchmarks: The child...</i>		
2.3.PS.1 uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 16 Sensory Table</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
2.3.PS.2 demonstrates increased skills using scissors and writing tools for various learning experiences.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>AREA 3: APPROACHES TO LEARNING</b>		
<b>Curiosity and Initiative - Preschool (3 - 5 years)</b>		
Standard 3.1.PS Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.		
<i>Benchmarks: The child...</i>		
3.1.PS.1 chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Marmot’s Basket</li> <li>• Perfect Present</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<i>Benchmarks: The child...continued</i>		
3.1.PS.2 participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; Where in the World Would You Go Today?</li> <li>• Science Investigation</li> <li>• Perfect Present</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 88 Let’s Play</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
3.1.PS.3 asks questions about a variety of topics.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; Where in the World Would You Go Today?</li> <li>• Science Investigation</li> <li>• Ask a Question</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> </ul>
3.1.PS.4 repeats skills and experiences to build competence and support the exploration of new ideas.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Engagement and Persistence - Preschool (3 - 5 years)</b>		
Standard 3.2.PS Children purposefully choose and persist in experiences and play.		
<i>Benchmarks: The child...</i>		
3.2.PS.1 maintains concentration on a task, despite distractions and interruptions.	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 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</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>
3.2.PS.2 stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.	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 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. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
3.2.PS.3 sets goals and follows a plan in order to complete a task.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Marmot’s Basket</li> </ul>	<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> </ul>
3.2.PS.4 chooses to participate in play and learning experiences.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Reasoning and Problem Solving - Preschool (3 - 5 years)		
Standard 3.3.PS Children demonstrate strategies for reasoning and problem solving.		
<i>Benchmarks: The child...</i>		
<p>3.3.PS.1 shows interest in and finds a variety of solutions to questions, tasks, or problems.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve A Problem</li> </ul>
<p>3.3.PS.2 recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</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. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve A Problem</li> </ul>
<p>3.3.PS.3 shares ideas or makes suggestions of how to solve a problem presented by another person.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</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. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve A Problem</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Play and Senses - Preschool (3 - 5 years)</b>		
Standard 3.4.PS Children engage in play to learn.		
<i>Benchmarks: The child...</i>		
3.4.PS.1 engages in a variety of indoor and outdoor play experiences.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Perfect Present</li> <li>• Marmot’s Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Let’s Play</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
3.4.PS.2 uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat, Fawn Eyes</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>
3.4.PS.3 engages in self-initiated, unstructured play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 88 Let’s Play</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
3.4.PS.4 plans and executes play experiences alone and with others.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>AREA 4: SOCIAL STUDIES</b>		
Awareness of Family and Community - Preschool (3 - 5 years)		
Standard 4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.		
<i>Benchmarks: The child...</i>		
4.1.PS.1 demonstrates understanding communities are composed of groups of people who live, play, or work together.	<ul style="list-style-type: none"> <li>Books: José Three; Grandpa's Great Athlete</li> <li>My Family</li> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
4.1.PS.2 demonstrates ability to identify communities to which they belong.	<ul style="list-style-type: none"> <li>Books: José Three; Grandpa's Great Athlete</li> <li>My Family</li> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
4.1.PS.3 recognizes their family is an important group to which they belong.	<ul style="list-style-type: none"> <li>Books: José Three; Grandpa's Great Athlete</li> <li>My Family</li> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
4.1.PS.4 demonstrates responsibility as a member of a family or community.	<ul style="list-style-type: none"> <li>Books: José Three; Grandpa's Great Athlete</li> <li>My Family</li> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> </ul>
4.1.PS.5 shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Feelings Posters</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</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>
4.1.PS.6 participates in creating and following rules and routines.	<p>Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Listening Rug Rules</li> <li>Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.		
<i>Benchmarks: The child...continued</i>		
4.1.PS.7 demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	<ul style="list-style-type: none"> <li>• Books: Half For You and Half For Me; David Next Door; Noise? What Noise?; Seeing Fingers</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 3, Pg. 343 Which Hat Is Best?</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>Awareness of Culture - Preschool (3 - 5 years)</b>		
Standard 4.2.PS Children demonstrate an increasing awareness of culture and diversity.		
<i>Benchmarks: The child...</i>		
4.2.PS.1 demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooley Mud; Grandpa's Great Athlete; Movin' to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• My Family</li> </ul>	<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> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
4.2.PS.2 demonstrates acceptance of persons from different cultures and ethnic groups.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooley Mud; Grandpa's Great Athlete; Movin' to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• My Family</li> </ul>	<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> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
4.2.PS.3 demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooley Mud; Grandpa's Great Athlete; Movin' to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• My Family</li> </ul>	<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> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
4.2.PS.4 uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooley Mud; Grandpa's Great Athlete; Movin' to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• My Family</li> </ul>	<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> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>





# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Awareness of the Relationship Between People and the Environment in Which They Live - Preschool (3 - 5 years)		
Standard 4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.		
<i>Benchmarks: The child...</i>		
<p>4.3.PS.1 interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.</p>	<ul style="list-style-type: none"> <li>• Books: Your Backyard; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Build Knowledge</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Science Tools</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> </ul>
<p>4.3.PS.2 constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment.</p>	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Books: Mine; José Three; I Want to Be a Scientist Like Jane Goodall; Grandpa’s Great Athlete; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Build Knowledge</li> </ul> <p><b>Resources:</b></p> <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. 258 Taking Care of Living Things</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<p>4.3.PS.3 recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Water</li> <li>• Books: Your Backyard; Creepy Crawlers; Garden Visitors</li> <li>• Create Your Own Environment</li> </ul> <p><b>Resources:</b></p> <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> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect’s Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<p>4.3.PS.4 recognizes that people share the environment with other people, animals, and plants.</p>	<ul style="list-style-type: none"> <li>• Songs: Plants; Water; Food From Plants; I Am Part of All I See; Conservation</li> <li>• Books: Your Backyard; A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat; Creepy Crawlers; Garden Visitors</li> </ul> <p><b>Resources:</b></p> <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. 258 Taking Care of Living Things</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.		
<i>Benchmarks: The child...continued</i>		
4.3.PS.5 understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Book: I Want to Be a Scientist Like Jane Goodall</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
4.3.PS.6 recognizes a variety of jobs and the work associated with them.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 3, Pg. 343 Which Hat Is Best?</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> </ul>
<b>Awareness of Past - Preschool (3 - 5 years)</b>		
Standard 4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one’s self, family, and community.		
<i>Benchmarks: The child...</i>		
4.4.PS.1 differentiates between past, present, and future.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: The Watermelon Seed; José Three; I Can’t Wait</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Schedule</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
4.4.PS.2 represents events and experiences that occurred in the past through words, play, and art.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: The Watermelon Seed; José Three</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Schedule</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one’s self, family, and community.		
<i>Benchmarks: The child...continued</i>		
4.4.PS.3 uses past events to construct meaning of the world.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Yesterday/Tomorrow</li> <li>• Fossils</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
4.4.PS.4 understands that events happened in the past and that the events relate to oneself, family, community, and culture.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Yesterday/Tomorrow</li> <li>• Fossils</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
<b>AREA 5: CREATIVE ARTS</b>		
<b>Music, Rhythm, and Movement - Preschool (3 - 5 years)</b>		
Standard 5.2.PS Children participate in a variety of music and movement experiences.		
<i>Benchmarks: The child...</i>		
5.2.PS.1 participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
5.2.PS.2 demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
5.2.PS.3 notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 5.2.PS Children participate in a variety of music and movement experiences.		
<i>Benchmarks: The child...continued</i>		
5.2.PS.4 recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.	<ul style="list-style-type: none"> <li>• ABC Song: Pigeon March</li> <li>• Book: Movin' to the Music Time</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
5.2.PS.5 demonstrates an awareness of music and sound as part of daily life indoors and outdoors.	<ul style="list-style-type: none"> <li>• Song: Sound</li> <li>• ABC Song: Pigeon March</li> <li>• Book: Movin' to the Music Time</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
<b>Dramatic Play - Preschool (3 - 5 years)</b>		
Standard 5.3.PS Children engage in dramatic play experiences.		
<i>Benchmarks: The child...</i>		
5.3.PS.1 shows creativity and imagination when using materials.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
5.3.PS.2 assumes different roles in dramatic play situations.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> </ul>
5.3.PS.3 interacts with peers in dramatic play experiences that become more extended and complex.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>AREA 6: COMMUNICATION, LANGUAGE, AND LITERACY</b>		
<b>Language Understanding and Use - Preschool (3 - 5 years)</b>		
Standard 6.1.PS Children understand and use communication and language for a variety of purposes.		
<i>Benchmarks: The child...</i>		
6.1.PS.1 demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Morning Meetings</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>
6.1.PS.2 initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Dramatic Play Activities</li> </ul>
6.1.PS.3 speaks in phrases and sentences of increasing length and complexity.	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 4, Pg. 4 Guess How I'm Feeling</li> </ul>
6.1.PS.4 follows oral directions that involve several actions.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</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> </ul>
6.1.PS.5 asks and answers a variety of questions.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</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> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6.1.PS Children understand and use communication and language for a variety of purposes.		
<i>Benchmarks: The child...continued</i>		
6.1.PS.6 demonstrates knowledge of the rules of conversations such as taking turns while speaking.	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</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>
<i>The child, who is an English language learner, also...</i>		
6.1.PS.7 uses her or his home language, sometimes in combination with English, to communicate with people.	Waterford provides Spanish language support. With this feature enabled, children hear the instructions in English. If they select Repeat, children hear the instructions in Spanish and then again in English.	<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>
6.1.PS.8 demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.	Waterford provides Spanish language support. With this feature enabled, children hear the instructions in English. If they select Repeat, children hear the instructions in Spanish and then again in English.	<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> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
6.1.PS.9 demonstrates engagement at home or the classroom in literacy activities to relate to her or his home language.	Waterford books and the resources are available in Spanish or with Spanish support.	<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> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
6.1.PS.10 demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.	ELL students often thrive due to the scaffolded support and individual learning practice they receive.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> </ul>
6.1.PS.11 demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Early Literacy - Preschool (3 - 5 years)</b>		
Standard 6.2.PS Children engage in early reading experiences.		
<i>Benchmarks: The child...</i>		
6.2.PS.1 expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/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>
6.2.PS.2 displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
6.2.PS.3 shows an awareness of print such as pointing to familiar words or letters (print awareness).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
6.2.PS.4 understands sentences are made of words and words are made of individual letters (concepts of print).	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Story Time Activities</li> </ul>
6.2.PS.5 understands increasingly and uses a variety of words (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>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <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>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6.2.PS Children engage in early reading experiences.		
<i>Benchmarks: The child...continued</i>		
6.2.PS.6 shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>• Dramatic Play Activities</li> <li>• Story Time Activities</li> </ul>
6.2.PS.7 recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
6.2.PS.8 recognizes most upper and lower case letters (letter knowledge).	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
6.2.PS.9 produces the sound of some of the letters she or he knows (phonics).	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>



IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 6.2.PS Children engage in early reading experiences.		
<i>Benchmarks: The child...continued</i>		
6.2.PS.10 identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).	<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 III: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
6.2.PS.11 identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness - alliteration).	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound Songs</li> <li>• Coloring Game</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. 56 Listening Activity: Initial Sounds</li> <li>• Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</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>
6.2.PS.12 identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness - segmenting syllables).	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Name Game</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. 202 Circus Syllables</li> </ul>
6.2.PS.13 blends syllables to identify a word, object, or picture (phonological awareness - blending syllables).	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Blend Onset/Rime Sounds</li> <li>• Blend Every Sound (Phonemes)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Early Writing - Preschool (3 - 5 years)</b>		
Standard 6.3.PS Children engage in early writing experiences.		
<i>Benchmarks: The child...</i>		
6.3.PS.1 attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Journal Activities</li> </ul>
6.3.PS.2 experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.	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>• Visual Arts Activities</li> <li>• Journal Activities</li> </ul>
6.3.PS.3 uses expressive (speaking) language to share intended meaning of drawings and writing.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <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. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> </ul>
6.3.PS.4 starts to demonstrate interest in learning to write letters, especially the letters in his or her name.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <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: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> <li>• Journal Activities</li> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Capital letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
6.3.PS.5 uses invented spelling consisting of beginning sounds to represent a whole word.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound Songs</li> <li>• Coloring Game</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. 56 Listening Activity: Initial Sounds</li> <li>• Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>• Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>AREA 7: MATHEMATICS</b>		
<b>Numbers and Operations - Preschool (3 - 5 years)</b>		
Standard 7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.		
<i>Benchmarks: The child...</i>		
7.1.PS.1 recognizes small quantities (1 to 5) without counting them (subitizing).	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dot Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> </ul>
7.1.PS.2 counts to 20 verbally.	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Number Counting</li> <li>• Number Instruction</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>
7.1.PS.3 points and counts 10-20 objects accurately.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-One Correspondence</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> </ul>
7.1.PS.4 makes sets of 6-10 objects and describes parts.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 335 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>
7.1.PS.5 uses language such as more, less or the same amount to compare quantities.	<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> </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> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.		
<i>Benchmarks: The child...continued</i>		
7.1.PS.6 identifies numerals to 10 by name.	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<b>Patterns - Preschool (3 - 5 years)</b>		
Standard 7.2.PS Children understand patterns.		
<i>Benchmarks: The child...</i>		
7.2.PS.1 recognizes, reproduces and creates patterns moving from simple to complex.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABC</li> <li>• Pattern ABB</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 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>
7.2.PS.1 recognizes, reproduces and creates patterns moving from simple to complex.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABC</li> <li>• Pattern ABB</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 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>
7.2.PS.3 describes patterns seen in natural and designed settings.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABC</li> <li>• Pattern ABB</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Shapes and Spatial Relationships - Preschool (3 - 5 years)</b>		
Standard 7.3.PS Children understand shapes and spatial relationships		
<i>Benchmarks: The child...</i>		
7.3.PS.1 demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Monster Trucks</li> <li>• Above, Below, Next to, On</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</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> <li>• Unit 5, Pg. 242 Long Lewie: Position Words and Letter Sound /l/</li> </ul>
7.3.PS.2 identifies and describes two- and three-dimensional shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot's Shapes</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
7.3.PS.3 notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot's Shapes</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
7.3.PS.4 notices how shapes fit together and can be taken apart to form other shapes.	<ul style="list-style-type: none"> <li>• Book: Imagination Shapes</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurements - Preschool (3 - 5 years)</b>		
Standard 7.4.PS Children understand comparisons and measurements		
<i>Benchmarks: The child...</i>		
7.4.PS.1 sorts, classifies, and puts objects in series using a variety of properties.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Order Size</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. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
7.4.PS.2 makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
7.4.PS.3 measures objects using non-standard Units of measurement, such as using blocks to determine how tall a child is.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</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. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
7.4.PS.4 explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Measurement Tools</li> <li>• Capacity</li> <li>• Length</li> <li>• Weight</li> </ul>	<ul style="list-style-type: none"> <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. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 7.4.PS Children understand comparisons and measurements</b>		
<i>Benchmarks: The child...continued</i>		
7.4.PS.5 begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, and volume.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Measurement Tools</li> <li>• Capacity</li> <li>• Length</li> <li>• Weight</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. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
7.4.PS.6 develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.	<ul style="list-style-type: none"> <li>• Today</li> <li>• Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 22 Arrival and Toy Time</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Schedule</li> </ul>
<b>Data Analysis - Preschool (3 - 5 years)</b>		
<i>Standard 7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.</i>		
<i>Benchmarks: The child...</i>		
7.5.PS.1 sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.	<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. 359 Fancy Shapes</li> </ul>
7.5.PS.2 sorts and resorts sets in a variety of ways.	<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. 359 Fancy Shapes</li> <li>• Unit 5, Pg. 174 Invertebrates</li> <li>• Unit 5, Pg. 205 Build a Spider</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.</i>		
<i>Benchmarks: The child...continued</i>		
7.5.PS.3 compares and orders such as most to least, same amount as, and least to most.	<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>• Order Size</li> </ul>	<ul style="list-style-type: none"> <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. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
7.5.PS.4 sorts data into two groups such as big and not big, green and not green, and pets and not pets.	<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. 359 Fancy Shapes</li> </ul>
7.5.PS.5 asks questions, collects, records, and organizes data to find answers to questions.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Graphing; Tallying</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> <li>• Graphs</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<b>AREA 8: SCIENCE</b>		
<b>Scientific Investigations - Preschool (3 - 5 years)</b>		
<i>Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems)</i>		
<i>Benchmarks: The child...</i>		
8.1.PS.1 asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</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. 216 What Do Spiders Like?</li> </ul>





# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

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Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems)		
<i>Benchmarks: The child...continued</i>		
8.1.PS.2 plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> <li>• Experiments: Pollution; Plant; Density; Buoyancy</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Science Center</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 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>
8.1.PS.3 begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper.	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Measurement Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> </ul>
8.1.PS.4 observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections.	<ul style="list-style-type: none"> <li>• Materials</li> <li>• States of Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> <li>• Unit 3, Pg. 279 Shadow Theater</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>
8.1.PS.5 observes, investigates, and describes the characteristics, behavior, and habitats of living things.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants are Growing; Food From Plants</li> <li>• Living or Nonliving</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <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 6, Pg. 18 Listening To My Body</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> </ul>



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IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems)		
<i>Benchmarks: The child...continued</i>		
8.1.PS.6 asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Calendar/Graph Weather</li> <li>• Weather Patterns</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
8.1PS.7 develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Alexander von Humboldt</li> <li>• Natural Resources</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
Scientific Reasoning - Preschool (3 - 5 years)		
Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.		
<i>Benchmarks: The child...</i>		
8.2.PS.1 begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Capacity</li> <li>• Length</li> <li>• Order Size</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. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.		
<i>Benchmarks: The child...continued</i>		
<p>8.2.PS.2 uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.</p>	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants; Water; Food From Plants</li> <li>• Books: A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Healthy Plants’ Needs</li> <li>• Plants</li> <li>• Water</li> <li>• Food From Plants</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <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. 174 Invertebrates</li> </ul>
<p>8.2.PS.3 uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents.</p>	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants Are Growing; Plants; Food From Plants</li> <li>• Books: A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat; Pancakes Matter</li> <li>• Plants Need Water</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. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<p>8.2.PS.4 begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.</p>	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Book: I Want to Be a Scientist Like Jane Goodall</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>



# IOWA EARLY LEARNING STANDARDS 3RD EDITION 2017

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.		
<i>Benchmarks: The child...continued</i>		
8.2.PS.5 describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Gravity</li> <li>• Books: Buttons, Buttons; Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> <li>• Magnets</li> <li>• Materials</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• How It Works</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
8.2.PS.6 begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Scientific Communications - Preschool (3 - 5 years)		
Standard 8.3.PS Children share information and understanding about experiences in their environment.		
<i>Benchmarks: The child...</i>		
8.3.PS.1 shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing.	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> <li>• Rock Cycle</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8.3.PS Children share information and understanding about experiences in their environment.		
<i>Benchmarks: The child...continued</i>		
<p>8.3.PS.2 obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.</p>	<ul style="list-style-type: none"> <li>• Song: Gravity</li> <li>• Build Knowledge</li> <li>• Science Investigation</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 1, Pg. 144 Mixing Potions</li> <li>• Unit 1, Pg. 152 Slime!</li> <li>• Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<p>8.3.PS.3 begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest.</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Build Knowledge</li> <li>• Science Investigation</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<p>8.3.PS.4 offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.</p>	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>

IOWA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 8.3.PS Children share information and understanding about experiences in their environment.		
<i>Benchmarks: The child...continued</i>		
8.3.PS.5 participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Observe a Simple System</li> <li>• Amphibians</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Visual Arts Activities</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</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).