

# CURRICULUM *Correlation*



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

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ARKANSAS R.I.S.E. STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE DEVELOPMENT</b>		
<b>LD1. Receptive Language</b>		
<b>LD1.1 Understands and responds to language (in child’s home language)</b>		
Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Vocabulary Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Dramatic Play Activities</li> <li>• Vocabulary</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions	<ul style="list-style-type: none"> <li>• Sum Up—Five Ws: Lumpy Mush; The Germs; Garden Visitors</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</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. 349 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 7, Pg. 150 What Doesn’t Belong?</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”)	Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review; Handwashing and Snack</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>

ARKANSAS R.I.S.E. STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LD2. Expressive Language</b>		
<b>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)</b>		
<p>Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions</p>	<ul style="list-style-type: none"> <li>• Song: Positioning</li> <li>• Vocabulary Introduction</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
<p>Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses</p>		<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<p>Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence)</p>	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
<p>Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words</p>	<p>Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.</p>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 144 Mixing Potions</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>

ARKANSAS R.I.S.E. STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LD3. Communication Skills</b>		
<b>LD3.1 Communicates using social and conversational rules</b>		
Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings	Social-emotional videos model conversations between characters and demonstrate appropriate conversation rules as they develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>LD4. English Language Development</b>		
LD4.1 Demonstrates progress in attending to, understanding, and responding to English	Waterford helps develop children’s vocabulary. They may be encouraged to respond orally, follow directions, or sing along with songs.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 17 Listening Song</li> <li>• Unit 6, Pg. 45 My Brain Is Always Growing</li> <li>• Unit 6, Pg. 102 Dramatic Play: Sailing Ships</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
LD4.2 Demonstrates progress in speaking and expressing self in English	English Language Learners often thrive due to the scaffolded support and individual learning practice they receive while interacting with Waterford.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>

ARKANSAS R.I.S.E. STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY</b>		
<b>EL1. Engagement in Literacy Experiences and Understanding of Stories and Books</b>		
<b>EL1.1 Shows interest in literacy experiences</b>		
<p>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center; Pg. 17 Writing Center</li> <li>• Story Time Activities</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
<p>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</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>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<b>EL1.2 Engages in read-alouds and conversations about books and stories</b>		
<p>With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experience</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>

ARKANSAS R.I.S.E. STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EL1.2 Engages in read-alouds and conversations about books and stories <i>continued</i></b>		
<p>Pretends to read, describing what is happening and using some language from the book with pictures as cues</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Picture Clues</li> <li>• Picture Story</li> <li>• Power Words</li> <li>• Vocabulary Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<p>Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up—Five Ws</li> <li>• Sum Up—Remember Order</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> </ul>
<p>Demonstrates knowledge from informational texts in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day.")</p>	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Build Knowledge: The Germs; Moon Song; What Is a Cloud?</li> <li>• Vocabulary Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>
<b>EL2. Phonological Awareness</b>		
<b>EL2.1 Notices and manipulates the sounds of language</b>		
<p>Decides whether two words rhyme</p>	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>

ARKANSAS R.I.S.E. STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EL2.1 Notices and manipulates the sounds of language <i>continued</i></b>		
Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Choose a Sound</li> <li>Letter Sound</li> <li>Sound Room</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. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
Shows awareness of separate words in sentences	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center; Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 55 Morning Message</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language) with decreasing need for modeling or visual supports	<ul style="list-style-type: none"> <li>Letter Sound</li> <li>Blend Phonemes</li> <li>Blend Every Sound (Phonemes)</li> <li>Blending Dragon</li> <li>Blending Riddles</li> <li>Phoneme Eliminator</li> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> <li>Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>
<b>EL3. Knowledge and Use of Books, Print, and Letters</b>		
<b>EL3.1 Responds to features of books and print</b>		
Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Decodable Books (See titles at end of document.)</li> <li>Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Knows some features of a book (e.g., title, author, illustrator)	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>



ARKANSAS R.I.S.E. STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EL3.1 Responds to features of books and print <i>continued</i></b>		
Shows understanding that print carries a message and can represent spoken language	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</b>		
Recognizes and names an increasing number of letters correctly, especially those in own name	<ul style="list-style-type: none"> <li>• ABC Songs: Pigeon March; Tumbleweed; Watermelon; Squirrel's Rocks' Possum Pop-up; Marmot's Soccer Ball; Salamander's Dance; Volcano; Squirrel's Finger Painting; Rocks Falling; Squirrel's Cereal; Space; Farm</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Name Game</li> <li>• Letter Checker</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Produces the correct sounds for an increasing number of letters	<ul style="list-style-type: none"> <li>• Songs: Mama Squirrel Sound Song; Picture Sound Song; Scientist Sound Song; Tongue Twister Sound Song; Show and Tell Sound Song</li> <li>• Letter Sound</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>
Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks "How do you spell fish?")	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Letter Sound</li> <li>• Blend Every Sound</li> <li>• Blend Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul>

ARKANSAS R.I.S.E. STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EL3.3 Demonstrates emergent writing skills</b>		
Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Print Concepts</li> <li>• Print Directionality Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Writes an increasing number of letters correctly, especially those in own name	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Writes first name with or without mistakes	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)	<ul style="list-style-type: none"> <li>• Mama Squirrel Sound Song</li> <li>• Letter Sound</li> <li>• Letter Trace</li> <li>• Initial Sound</li> <li>• Final Sound</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</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](http://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 [mentor.waterford.org](http://mentor.waterford.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

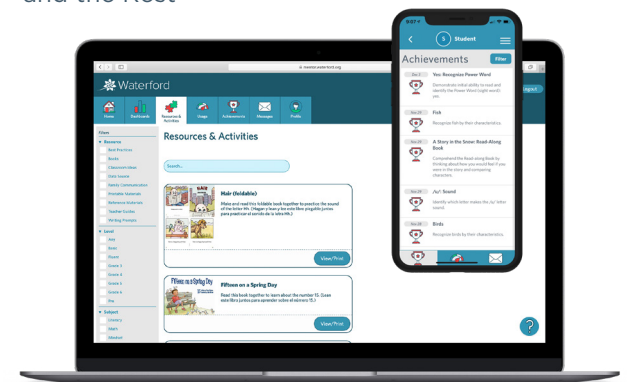
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### 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).