

CURRICULUM *Correlation*

*Waterford Early
Learning:
PreK Sequence*

100%

*Illinois Early
Learning and
Development
Standards 2013*

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| LANGUAGE ARTS | | |
| GOAL 1: DEMONSTRATE INCREASING COMPETENCE IN ORAL COMMUNICATION (LISTENING AND SPEAKING). | | |
| LEARNING STANDARD 1.A Demonstrate understanding through age-appropriate responses. | | |
| a Follow simple one-, two-, and three-step directions.' | Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions. | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 4, Pg. 70 Introduce and Count Zero |
| b Respond appropriately to questions from others. | Question and response conversations within Waterford's social-emotional videos provide examples for students to ask and answer questions. | <ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 6, Pg. 20 May I Help Game • Unit 7, Pg. 150 What Doesn't Belong? |
| c. Provide comments relevant to the context. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Picture Clues • What Comes Next? • Look at Details | <ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| d. Identify emotions from facial expressions and body language. | <ul style="list-style-type: none"> • Book Hoo Baby • It's Not Fair! • Do I Have To? • Where's Papa? • Clubhouse • Marmot Basket • Party Time | <ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper |
| LEARNING STANDARD 1.B Communicate effectively using language appropriate to the situation and audience. | | |
| a. Use language for a variety of purposes. | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books (See titles at end of document.) • Perfect Present | <ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| b. With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts. | Waterford's social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar as they communicate in complete sentences. | <ul style="list-style-type: none"> • Unit 1, Pg. 31 Bunny Cakes • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |

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| LEARNING STANDARD 1.B Communicate effectively using language appropriate to the situation and audience <i>continued</i>. | | |
| c. Continue a conversation through two or more exchanges. | Waterford’s social-emotional videos model conversations between various characters as they develop ideas and communicate in complete sentences. | <ul style="list-style-type: none"> Unit 1, Pg. 31 Bunny Cakes Unit 1, Pg. 68 Dramatic Play: Garage Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |
| d. Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking). | Waterford’s social-emotional videos model conversations and discussions between various characters with appropriate conversation rules, as they communicate in complete sentences. | <ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 3, Pg. 331 Thank-you Notes Unit 6, Pg. 75 Grown-up Manners |
| LEARNING STANDARD 1.C Use language to convey information and ideas. | | |
| a. Describe familiar people, places, things, and events and, with teacher assistance provide additional detail. | <ul style="list-style-type: none"> Book: Mine Look at Details | <ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 247 Clay Portraits Unit 4, Pg. 69 Dramatic Play: Aquarium Unit 4, Pg. 100 Dramatic Play: Pond Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 7, Pg. 246 I Know |
| LEARNING STANDARD 1.D Speak using conventions of Standard English. | | |
| a. With teacher assistance use complete sentences in speaking with peers and adults in individual and group situations. | <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences | <ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It |
| b. Speak using age-appropriate conventions of Standard English grammar and usage. | Waterford’s social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar as they communicate in complete sentences. | <ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It |
| c. Understand and use question words in speaking. | <ul style="list-style-type: none"> Sum Up, Five Ws Find an Answer Science Investigation | <ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 6, Pg. 20 May I Help Game Unit 7, Pg. 150 What Doesn’t Belong? |
| LEARNING STANDARD 1.E Use increasingly complex phrases, sentences, and vocabulary. | | |
| a. With teacher assistance, begin to use increasingly complex sentences. | <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences Vocabulary | <ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It |

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| LEARNING STANDARD 1.E Use increasingly complex phrases, sentences, and vocabulary <i>continued</i>. | | |
| b. Exhibit curiosity and interest in learning new words heard in conversations and books. | Online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop up with an illustration. | <ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 247 Clay Portraits • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 4, Pg. 100 Dramatic Play: Pond |
| c. With teacher assistance, use new words acquired through conversations and book-sharing experiences. | Waterford provides opportunities for students to use words acquired through conversations and to read and be read to, encouraging book-sharing experiences. <ul style="list-style-type: none"> • Vocabulary Introduction • Read With Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| d. With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles). | <ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort | <ul style="list-style-type: none"> • Unit 7, Pg. 174 Taking Care of My Teeth |
| e. With teacher assistance, use adjectives to describe people, places, and things. | <ul style="list-style-type: none"> • Song: Adjectives Describe • Vocabulary • Look at Details | <ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 247 Clay Portraits • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 4, Pg. 100 Dramatic Play: Pond |
| GOAL 2: DEMONSTRATE UNDERSTANDING AND ENJOYMENT OF LITERATURE. | | |
| LEARNING STANDARD 2.A Demonstrate interest in stories and books. | | |
| a. Engage in book-sharing experiences with purpose and understanding. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities |
| b. Look at books independently, pretending to read. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities |

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| LEARNING STANDARD 2.B Recognize key ideas and details in stories. | | |
| a. With teacher assistance, ask and answer questions about books read aloud. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Look at Details • Find an Answer • Sum Up, Remember Order • What Comes Next? | <ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 3, Pg. 336 Tuesday Story: Call for Help |
| b. With teacher assistance, retell familiar stories with three or more key events. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Sum Up, Remember Order • What Comes Next? • Picture Story | <ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| c. With teacher assistance, identify main character(s) of the story. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Describe Characters | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities |
| LEARNING STANDARD 2.C Recognize concepts in books. | | |
| a. Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs). | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities |
| b. Identify the front and back covers of books and display the correct orientation of books and page-turning skills. | <ul style="list-style-type: none"> • Print Directionality Introduction | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities |
| c. With teacher assistance, describe the role of an author and illustrator. | <ul style="list-style-type: none"> • Print Directionality Introduction | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities |



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| LEARNING STANDARD 2.D Establish personal connections with books. | | |
| a. With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Step Into the Story • Connect to Me | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Story Time Activities |
| b. With teacher assistance, compare and contrast two stories relating to the same topic. | <ul style="list-style-type: none"> • Books: Creepy Crawlers and Garden Visitors; Andy's Adventure and What Will Sara Be?; At Camp and My Family Campout | |
| GOAL 3: DEMONSTRATE INTEREST IN AND UNDERSTANDING OF INFORMATIONAL TEXT. | | |
| LEARNING STANDARD 3.A Recognize key ideas and details in nonfiction text. | | |
| a. With teacher assistance, ask and answer questions about details in a nonfiction book. | <ul style="list-style-type: none"> • Look at Details • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 3, Pg. 336 Tuesday Story: Call for Help |
| b. With teacher assistance, retell detail(s) about main topic in a nonfiction book. | <ul style="list-style-type: none"> • Look at Details • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 1, Pg. 83 Pat-a-cake: Dough Time |
| LEARNING STANDARD 3.B Recognize features of nonfiction books. | | |
| a. With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic. | <ul style="list-style-type: none"> • Books: Creepy Crawlers and Garden Visitors; Andy's Adventure and What Will Sara Be? • Informational Books (See titles at end of document.) | <ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities |
| GOAL 4: DEMONSTRATE INCREASING AWARENESS OF AND COMPETENCE IN EMERGENT READING SKILLS AND ABILITIES. | | |
| LEARNING STANDARD 4.A Demonstrate understanding of the organization and basic features of print. | | |
| a. Recognize the differences between print and pictures. | <ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Story | |
| b. Begin to follow words from left to right, top to bottom, and page by page. | All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. | <ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story |
| c. Recognize the one-to-one relationship between spoken and written words. | <ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Print Directionality • Words Tell About the Pictures | <ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 23 Morning Message • Story Time Activities |

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| LEARNING STANDARD 4.A Demonstrate understanding of the organization and basic features of print <i>continued</i>. | | |
| d. Understand that words are separated by spaces in print. | <ul style="list-style-type: none"> • Print Concepts • Print Directionality | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 5, Pg. 141 Language: Sentence Board Game • Journal Activities |
| e. Recognize that letters are grouped to form words. | <ul style="list-style-type: none"> • Letters Make Words | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words • Journal Activities |
| f. Differentiate letters from numerals. | <ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letters Make Words | <ul style="list-style-type: none"> • Read and Write Number Activities |
| LEARNING STANDARD 4.B Demonstrate an emerging knowledge and understanding of the alphabet. | | |
| a. With teacher assistance, recite the alphabet. | <ul style="list-style-type: none"> • ABC Songs | <ul style="list-style-type: none"> • Unit 1, Pg. 26 Singing the Alphabet |
| b. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. | <ul style="list-style-type: none"> • ABC Songs • Name Game (What's Your Name?) • Alphabet Review • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 74 Name Magnets |
| c. With teacher assistance, match some upper/lowercase letters of the alphabet. | <ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Name That Letter | <ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions |
| d. With teacher assistance, begin to form some letters of the alphabet, especially those in own name. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. | <ul style="list-style-type: none"> • Name Game (What's Your Name?) |

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| LEARNING STANDARD 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). | | |
| a. Recognize that sentences are made up of separate words. | <ul style="list-style-type: none"> • Song: What Is a Sentence? • Print Concepts • Print Directionality • Look, Listen, and Match | <ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation |
| b. With teacher assistance, recognize and match words that rhyme. | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme | <ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 164 The Hungry Thing: Rhyme Play • Unit 2, Pg. 199 Rhyme Race |
| c. Demonstrate ability to segment and blend syllables in words (e.g., "trac/tor, tractor"). | <ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables | <ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and letter Sound /ck/ • Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/ • Unit 5, Pg. 202 Circus Syllables |
| d. With teacher assistance, isolate and pronounce the initial sounds in words. | <ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Where is the Sound? | <ul style="list-style-type: none"> • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound /kw/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial sounds and Letter Sound /r/ |
| e. With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). | <ul style="list-style-type: none"> • Get Started With Sounds • One, Two, Three Sounds • Blending • Blend Onset/Rime Sounds • Blending Dragon | <ul style="list-style-type: none"> • Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/ • Letter Sound Activities |
| f. With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). | <ul style="list-style-type: none"> • Phoneme Segmentation | |
| g. With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat). | <ul style="list-style-type: none"> • Circus Clown Climbers • Change One Sound • Barnyard Bash • Phoneme Substitution | |

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| LEARNING STANDARD 4.D Demonstrate emergent phonics and word-analysis skills. | | |
| a. Recognize own name and common signs and labels in the environment. | <ul style="list-style-type: none"> • Name Game (What’s Your Name?) | <ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 74 Name Magnets |
| b. With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. | <ul style="list-style-type: none"> • Letter Sounds • Sound Room • Name That Letter Sound • Name That Letter | <ul style="list-style-type: none"> • Letter Sound Activities |
| c. With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically. | <ul style="list-style-type: none"> • Letters Make Words • Letter Sounds • Name That Letter Sound • Sound Room • Name That Letter • Stick ‘n’ Spell | <ul style="list-style-type: none"> • Unit 7, Pg. 151 How to Wash My Bear |
| Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities. | | |
| LEARNING STANDARD 5.A Demonstrate growing interest and abilities in writing. | | |
| a. Experiment with writing tools and materials. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | |
| b. Use scribbles, letter like forms, or letter/words to represent written language. | <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Unit 2, Pg. 242 Dramatic Play: Pet Store |
| c. With teacher assistance, write own first name using appropriate upper/ lowercase letters. | <ul style="list-style-type: none"> • Name Game (What’s Your Name?) • Letter Trace (Letter Picture Writing) | |
| LEARNING STANDARD 5.B Use writing to represent ideas and information. | | |
| a. With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities |

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| LEARNING STANDARD 5.B Use writing to represent ideas and information <i>continued</i>. | | |
| b. With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities |
| c. With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities |
| LEARNING STANDARD 5.C Use writing to research and share knowledge. | | |
| a. Participate in group projects or units of study designed to learn about a topic of interest. | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 6, Pg. 6 Good Friends Activity: My Brain Has Lots of Ideas |
| b. With teacher assistance, recall factual information and share that information through drawing, dictation, or writing. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 6, Pg. 6 Good Friends Activity: My Brain Has Lots of Ideas • Pg. 216 Digital Program |
| MATHEMATICS | | |
| GOAL 6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS. | | |
| LEARNING STANDARD 6.A Demonstrate beginning understanding of numbers, number names, and numerals. | | |
| a. Count with understanding and recognize “how many” in small sets up to 5. | <ul style="list-style-type: none"> • Number Instruction • Counting Songs • Number Counting • Make and Count Groups • Counting Puzzle | <ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 128 Introduce Number 4 • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 218 Group Five Pets • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner |
| b. Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less. | <ul style="list-style-type: none"> • Make and Count Groups • Moving Target-Dots | <ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match |



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| LEARNING STANDARD 6.A Demonstrate beginning understanding of numbers, number names, and numerals <i>continued</i> . | | |
| c. Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”. | <ul style="list-style-type: none"> • Song: Zero is a Big Round Hole • Book: Zero in My Toy Box | <ul style="list-style-type: none"> • Unit 4, Pg. 70 Introduce and Count Zero |
| d. Connect numbers to quantities they represent using physical models and informal representations. | <ul style="list-style-type: none"> • Make and Count Groups • Moving Target-Dots • Match • Number Instruction | <ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 5 Attendance • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 261 Make One More • Unit 5, Pg. 200 Counting in a Circle • Unit 7, Pg. 247 How Many Are Hiding? |
| e. Differentiate numerals from letters and recognize some single-digit written numerals. | <ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Match | <ul style="list-style-type: none"> • Read and Write Number Activities • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 235 Number Books 1-5 |
| f. Verbally recite numbers from 1 to 10. | <ul style="list-style-type: none"> • Counting Songs • Number Instruction • Number Counting | <ul style="list-style-type: none"> • Introduce and Count Number Activities |
| g. Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”. | <ul style="list-style-type: none"> • Song: Counting On • Count On • Counting Songs • Order Numbers • Number Line • Counting Puzzle | <ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 7, Pg. 180 Build One More |
| LEARNING STANDARD 6.B Add and subtract to create new numbers and begin to construct sets. | | |
| a. Recognize that numbers (or sets of objects) can be combined or separated to make another number. | <ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Make and Count Groups • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction | <ul style="list-style-type: none"> • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 • Unit 5, Pg. 231 Decomposing 8 • Unit 7, Pg. 180 Build One More |

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| LEARNING STANDARD 6.B Add and subtract to create new numbers and begin to construct sets <i>continued</i>. | | |
| b. Show understanding of how to count out and construct sets of objects of a given number up to 5. | <ul style="list-style-type: none"> • Counting Songs • Number Books • Bug Bits • Make and Count Groups | <ul style="list-style-type: none"> • Unit 1, Pg. 54 Counting and Attendance • Introduce and Count Number Activities |
| c. Identify the new number created when small sets (up to 5) are combined or separated. | <ul style="list-style-type: none"> • Sums to 5 • Add Groups • Minuends to 5 • Subtract From 5 • Subtract Groups • Act Out Addition • Act Out Subtraction | <ul style="list-style-type: none"> • Unit 1, Pg. 128 Introduce Number 4 • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 |
| d. Informally solve simple mathematical problems presented in a meaningful context. | <ul style="list-style-type: none"> • Songs: Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars • Book: Five Delicious Muffins • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups | <ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 7, Pg. 180 Build One More |
| e. Fairly share a set of up to 10 items between two children. | <ul style="list-style-type: none"> • Song: Fractions • Book: Half for You and Half for Me • Equal Parts Fractions | <ul style="list-style-type: none"> • Unit 6, Pg. 121 Problem Solving: Fair Division |
| LEARNING STANDARD 6.C Begin to make reasonable estimates of numbers. | | |
| a. Estimate number of objects in a small set. | <ul style="list-style-type: none"> • Make and Count Groups • Number Instruction | <ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 218 Group Five Pets |
| LEARNING STANDARD 6.D Compare quantities using appropriate vocabulary terms. | | |
| a. Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice. | <ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Greater Than, Less Than • More Than, Fewer Than • More Than • Make and Count Groups | <ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 71 Less Than |

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| LEARNING STANDARD 6.D Compare quantities using appropriate vocabulary terms <i>continued</i>. | | |
| b. Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”. | <ul style="list-style-type: none"> • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Make and Count Groups | <ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 71 Less Than |
| GOAL 7: EXPLORE MEASUREMENT OF OBJECTS AND QUANTITIES. | | |
| LEARNING STANDARD 7.A Measure objects and quantities using direct comparison methods and nonstandard units. | | |
| a. Compare, order, and describe objects according to a single attribute. | <ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest: Measuring Plants • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Big Little Animals • Large Small Toys | <ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume |
| b. Use nonstandard units to measure attributes such as length and capacity. | <ul style="list-style-type: none"> • Song: Measuring Plants • Size • Length • Capacity | <ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length |
| c. Use vocabulary that describes and compares length, height, weight, capacity, and size. | <ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest: Measuring Plants • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Capacity • Big Little Animals • Large Small Toys | <ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight |
| d. Begin to construct a sense of time through participation in daily activities. | <ul style="list-style-type: none"> • Today • Yesterday/Tomorrow • Calendar/Graph Weather | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal |

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| LEARNING STANDARD 7.B Begin to make estimates of measurements. | | |
| a. Practice estimating in everyday play and everyday measurement problems. | <ul style="list-style-type: none"> • Song: Measuring Plants • Length | <ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 141 Tool Workshop |
| LEARNING STANDARD 7.C Explore tools used for measurement. | | |
| a. With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child. | <ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Heavy and Light • Tall and Short • Big and Little | <ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume |
| b. Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds. | <ul style="list-style-type: none"> • Book: How Long is a Minute? • Tell Time • Length | <ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume |
| GOAL 8: IDENTIFY AND DESCRIBE COMMON ATTRIBUTES, PATTERNS, AND RELATIONSHIPS IN OBJECTS. | | |
| LEARNING STANDARD 8.A Explore objects and patterns. | | |
| a. Sort, order, compare, and describe objects according to characteristics or attribute(s). | <ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Make Comparisons • Size • Order Size • Sort • Big and Little • Short and Tall • Heavy and Light | <ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid? |
| b. Recognize, duplicate, extend, and create simple patterns in various formats. | <ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC | <ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns |

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| LEARNING STANDARD 8.B Describe and document patterns using symbols. | | |
| a. With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions. | <ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC | <ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns |
| GOAL 9: EXPLORE CONCEPTS OF GEOMETRY AND SPATIAL RELATIONS. | | |
| LEARNING STANDARD 9.A Recognize, name, and match common shapes. | | |
| a. Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines). | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon | <ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles |
| b. Sort collections of two- and three-dimensional shapes and describe some of their attributes (e.g., triangles, rectangles, circles, cubes, spheres, pyramids). | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Sort • Simple Shapes • Solid Shapes • Space Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon | <ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid? |
| c. Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names. | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon | <ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 4, Pg. 8 Flat or Solid? |

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| LEARNING STANDARD 9.A Recognize, name, and match common shapes <i>continued</i>. | | |
| d. Combine two-dimensional shapes to create new shapes. | <ul style="list-style-type: none"> • Geoboard • Tangrams | <ul style="list-style-type: none"> • Unit 3, Pg. 368 Shapes Mural • Unit 4, Pg. 28 Classroom Block Play |
| e. Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down). | <ul style="list-style-type: none"> • Geoboard • Tangrams | <ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 3, Pg. 304 Farmer Mash • Unit 4, Pg. 28 Classroom Block Play |
| LEARNING STANDARD 9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary. | | |
| a. Show understanding of location and ordinal position. | <ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air; The Circus Came to Town • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Next, and Last | <ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On |
| b. Use appropriate vocabulary for identifying location and ordinal position. | <ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks; Ordinals • Books: Up in the Air; The Circus Came to Town • First, Next, and Last • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through | <ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| GOAL 10: BEGIN TO MAKE PREDICTIONS AND COLLECT DATA INFORMATION. | | |
| LEARNING STANDARD 10.A Generate questions and processes for answering them. | | |
| a. With teacher assistance, come up with meaningful questions that can be answered through gathering information. | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation | <ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? |
| b. Gather data about themselves and their surroundings to answer meaningful questions. | <ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Weather • Calendar/Graph Weather • Observe a Simple System | <ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted |

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| LEARNING STANDARD 10.B Organize and describe data and information. | | |
| a. Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support. | <ul style="list-style-type: none"> • Weather • Calendar/Graph Weather • Observe a Simple System | <ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 7, Pg. 147 Charting Weight |
| b. Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time. | <ul style="list-style-type: none"> • Songs: The Scientific Method; Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull • Science Investigation | <ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation |
| LEARNING STANDARD 10.C Determine, describe, and apply the probabilities of events. | | |
| a. Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”. | | <ul style="list-style-type: none"> • Unit 6, Pg. 45 My Brain is Always Growing |
| SCIENCE | | |
| GOAL 11: DEMONSTRATE CURIOSITY ABOUT THE WORLD AND BEGIN TO USE THE PRACTICES OF SCIENCE AND ENGINEERING TO ANSWER QUESTIONS AND SOLVE PROBLEMS. | | |
| LEARNING STANDARD 11.A Develop beginning skills in the use of science and engineering practices, such as observing asking questions, solving problems, and drawing conclusions. | | |
| a. Express wonder and curiosity about their world by asking questions, solving problems, and designing things. | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Magnets • Weather • Calendar/Graph Weather | <ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 44 Getting Acquainted • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth |
| b. Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 247 Clay Portraits • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 4, Pg. 28 Classroom Block Play • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 4, Pg. 100 Dramatic Play: Pond • Unit 7, Pg. 141 Tool Workshop |

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| <p>LEARNING STANDARD 11.A Develop beginning skills in the use of science and engineering practices, such as observing asking questions, solving problems, and drawing conclusions <i>continued</i>.</p> | | |
| <p>c. Plan and carry out simple investigations.</p> | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation | <ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 141 Tool Workshop • Unit 7, Pg. 233 Precipitation |
| <p>d. Collect, describe, compare, and record information from observations and investigations.</p> | <ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System | <ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteors |
| <p>e. Use mathematical and computational thinking.</p> | <ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than; Pirates Can Add; On the Bayou; Bakery Subtraction; Circus Subtraction • Book: For the Birds • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction • Make and Count Groups | <ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 218 Group Five Pets • Unit 2, Pg. 261 Make One More • Unit 7, Pg. 180 Build One More • Unit 6, Pg. 71 Less Than |
| <p>f. Make meaning from experience and information by describing, talking and thinking about what happened during an investigation.</p> | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Build Knowledge • Observe a Simple System | <ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 86 Excellent Eyes • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body |

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| <p>LEARNING STANDARD 11.A Develop beginning skills in the use of science and engineering practices, such as observing asking questions, solving problems, and drawing conclusions <i>continued</i>.</p> | | |
| <p>g. Generate explanations and communicate ideas and/or conclusions about their investigations.</p> | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System | <ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body |
| <p>GOAL 12: EXPLORE CONCEPTS AND INFORMATION ABOUT THE PHYSICAL, EARTH, AND LIFE SCIENCES.</p> | | |
| <p>LEARNING STANDARD 12.A Understand that living things grown and change.</p> | | |
| <p>a. Observe, investigate, describe, and categorize living things.</p> | <ul style="list-style-type: none"> • Songs: Living and Nonliving; Birds; Invertebrates; Vertebrates • Books: Creepy Crawlers; Follow the Apples! • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Vertebrates • Invertebrates • Worms • Plants • Plant or Animal | <ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? |
| <p>b. Show an awareness of changes that occur in oneself and the environment.</p> | <ul style="list-style-type: none"> • Songs: Plants are Growing; Seasons • Book: That’s What I Like: A Book About Seasons • Weather • Calendar/Graph Weather • Plants • Amphibians • Spring • Summer • Fall • Winter | <ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report |

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| LEARNING STANDARD 12.C Explore the physical properties of objects. | | |
| a. Identify, describe, and compare the physical properties of objects. | <ul style="list-style-type: none"> • Song; Same and Different • Book: Buttons, Buttons • Matching • Make Comparisons • Size • Sort • Simple Shapes | <ul style="list-style-type: none"> • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 6, Pg. 14 Picturing My Body |
| b. Experiment with changes in matter when combined with other substances. | <ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • Water • States of Water • Solid and Liquid | <ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 7, Pg. 233 Precipitation |
| LEARNING STANDARD 12.D Explore concepts of force and motion. | | |
| a. Describe the effects of forces in nature. | <ul style="list-style-type: none"> • Songs: Sun Blues; Precipitation; Storms • Sun | <ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report |
| b. Explore the effect of force on objects in and outside the early childhood environment. | <ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull | <ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll |
| LEARNING STANDARD 12.E Explore concepts and information related to the Earth, including ways to take care of our planet. | | |
| a. Observe and describe characteristics of earth, water, and air. | <ul style="list-style-type: none"> • Songs: Air; Water; Uses of Water • Book: Where in the World Would You Go Today? | <ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342/346 The Water Cycle: Parts 1 & 2 • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 7, Pg. 233 Precipitation |
| b. Participate in discussions about simple ways to take care of the environment. | <ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Water • Care of Earth • Care of Air | <ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture |

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| LEARNING STANDARD 12.F Explore changes related to the weather and seasons. | | |
| a. Observe and discuss changes in weather and seasons using common vocabulary. | <ul style="list-style-type: none"> • Songs: Seasons; Precipitation; Sun Blues • Book: That’s What I Like: A Book About Seasons • Summer • Spring • Winter • Fall • Weather • Sun • Clouds | <ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report |
| GOAL 13: UNDERSTAND IMPORTANT CONNECTIONS AND UNDERSTANDINGS IN SCIENCE AND ENGINEERING. | | |
| LEARNING STANDARD 13.A Understand rules to follow when investigating and exploring. | | |
| a. Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations. | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation | <ul style="list-style-type: none"> • Unit 2, Pg. 165 Safe Smelling |
| LEARNING STANDARD 13.B Use tools and technology to assist with science and engineering investigations. | | |
| a. Use nonstandard and standard scientific tools for investigation. | <ul style="list-style-type: none"> • Science Tools | <ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body |
| b. Become familiar with technological tools that can aid in scientific inquiry. | <ul style="list-style-type: none"> • Science Tools • Science Investigation | <ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body |

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| SOCIAL STUDIES | | |
| GOAL 14: UNDERSTAND SOME CONCEPTS RELATED TO CITIZENSHIP. | | |
| LEARNING STANDARD 14.A Understand what it means to be a member of a group and community. | | |
| a. Recognize the reasons for rules in the home and early childhood environment and for laws in the community. | | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 178 Fox In a Box |
| b. Contribute to the well-being of one's early childhood environment, school, and community. | Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| LEARNING STANDARD 14.C Understand ways groups make choices and decisions. | | |
| a. Participate in voting as a way of making choices. | | <ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 48 Flag on the Moon |
| LEARNING STANDARD 14.D Understand the role that individuals can play in a group or community. | | |
| a. Develop an awareness of what it means to be a leader. | | <ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 3, Pg. 328 We All Have Jobs • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| b. Participate in a variety of roles in the early childhood environment. | <ul style="list-style-type: none"> • Come Inside • My Family • Clubhouse • Boo Hoo Baby • The Picnic • Dinner Time | <ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |

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| GOAL 15: EXPLORE ECONOMIC SYSTEMS AND HUMAN INTERDEPENDENCE. | | |
| LEARNING STANDARD 15.A Explore roles in the economic system and workforce. | | |
| a. Describe some common jobs and what is needed to perform those jobs. | <ul style="list-style-type: none"> Books: Play Ball; Follow the Apples! | <ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 2, Pg. 258 Taking Care of Living Things Unit 3, Pg. 328 We All Have Jobs |
| b. Discuss why people work. | | <ul style="list-style-type: none"> Unit 3, Pg. 328 We All Have Jobs Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| LEARNING STANDARD 15.B Explore issues of limited resources in the early childhood environment and world. | | |
| a. Understand that some resources and money are limited. | | <ul style="list-style-type: none"> Unit 3, Pg. 328 We All Have Jobs Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| LEARNING STANDARD 15.D Explore concepts about trade as an exchange of goods or services. | | |
| a. Begin to understand the use of trade or money to obtain goods and services. | <ul style="list-style-type: none"> Book: Bugs For Sale | <ul style="list-style-type: none"> Unit 3, Pg. 328 We All Have Jobs Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |
| GOAL 16: DEVELOP AN AWARENESS OF THE SELF AND HIS OR HER UNIQUENESS AND INDIVIDUALITY. | | |
| LEARNING STANDARD 16.A Explore his or her self and personal history. | | |
| a. Recall information about the immediate past. | <ul style="list-style-type: none"> Song: It Happened Yesterday Yesterday/Tomorrow | <ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 35 Calendar Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last |
| b. Develop a basic awareness of self as an individual. | <ul style="list-style-type: none"> Books: Mine; Jose Three My Family Come Inside | <ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 7, Pg. 246 I Know |
| GOAL 17: EXPLORE GEOGRAPHY, THE CHILD'S ENVIRONMENT, AND WHERE PEOPLE LIVE, WORK, AND PLAY. | | |
| LEARNING STANDARD 17.A Explore environments and where people live. | | |
| a. Locate objects and places in familiar environments. | <ul style="list-style-type: none"> Lost and Found Lost Dinosaur | <ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play |

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| LEARNING STANDARD 17.A Explore environments and where people live <i>continued</i>. | | |
| b. Express beginning geographic thinking. | Sing Around the World songs are introduced with a map showing the location of the country represented in song. <ul style="list-style-type: none"> • Book: Where in the World Would You Go Today? • Wetlands • Rainforests • Mountains • Deserts • Prairies • Ecosystems | <ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play |
| GOAL 18: EXPLORE PEOPLE AND FAMILIES. | | |
| LEARNING STANDARD 18.A Explore people, their similarities, and their differences. | | |
| a. Recognize similarities and differences in people. | <ul style="list-style-type: none"> • Song: Same and Different • Books: Mine; Moving Day • My Family • My Name is Squirrel | <ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 24 Fingerprints: Same or Different? |
| LEARNING STANDARD 18.B Develop an awareness of self within the context of family. | | |
| a. Understand that each of us belongs to a family and recognize that families vary. | <ul style="list-style-type: none"> • Books: Mine; Jose Three • My Family • Come Inside | <ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family |
| PHYSICAL DEVELOPMENT AND HEALTH | | |
| GOAL 19: ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO EXPLORE THE ENVIRONMENT, SUPPORT LEARNING, AND ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY. | | |
| LEARNING STANDARD 19.A Demonstrate physical competency and control of large and small muscles. | | |
| a. Engage in active play using gross- and fine-motor skills. | | <ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course |
| b. Move with balance and control in a range of physical activities. | | <ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym |

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| LEARNING STANDARD 19.A Demonstrate physical competency and control of large and small muscles <i>continued</i>. | | |
| c. Use strength and control to accomplish tasks. | | <ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course |
| d. Use eye-hand coordination to perform tasks. | The daily use of a touch pad or mouse develops dexterity and eye-hand coordination. | <ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes |
| e. Use writing and drawing tools with some control. | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Children also must practice writing letters and words. | <ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 56 Pencil Grip • Unit 2, Pg. 181 Introducing Journals |
| LEARNING STANDARD 19.B Demonstrate awareness and coordination of body movements. | | |
| a. Coordinate movements to perform complex tasks. | <ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes | <ul style="list-style-type: none"> • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course |
| b. Demonstrate body awareness when moving in different spaces. | | <ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 3, Pg. 304 Farmer Mash • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course |
| c. Combine large motor movements with and without the use of equipment. | | <ul style="list-style-type: none"> • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course • Unit 6, Pg. 7 Dramatic Play: Gym |
| LEARNING STANDARD 19.C Demonstrate knowledge of rules and safety during activity. | | |
| a. Follow simple safety rules while participating in activities. | | <ul style="list-style-type: none"> • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |

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| GOAL 20: DEVELOP HABITS FOR LIFELONG FITNESS. | | |
| LEARNING STANDARD 20.A Achieve and maintain a health-enhancing level of physical fitness. | | |
| a. Participate in activities to enhance physical fitness. | <ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest | <ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course |
| b. Exhibit increased levels of physical activity. | <ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest | <ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course |
| GOAL 21: DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY. | | |
| LEARNING STANDARD 21.A Demonstrate individual responsibility during group physical activities. | | |
| a. Follow rules and procedures when participating in group physical activities. | | <ul style="list-style-type: none"> • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |
| b. Follow directions, with occasional adult reminders, during group activities. | | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal |
| LEARNING STANDARD 21.B Demonstrate cooperative skills during structured group physical activity. | | |
| a. Demonstrate ability to cooperate with others during group physical activities. | | <ul style="list-style-type: none"> • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |
| GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY. | | |
| LEARNING STANDARD 22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety. | | |
| a. Identify simple practices that promote healthy living and prevent illness. | <ul style="list-style-type: none"> • Song: Health • Book: The Germs • Germs • Healthy Food • Avoid Germs and Prevent Illness • Exercise and Rest | <ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 3, Pg. 319 Plant Part Salad • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 118 Come Rest Awhile • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 205 Healthy Eating |

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| LEARNING STANDARD 22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety <i>continued</i> . | | |
| b. Demonstrate personal care and hygiene skills, with adult reminders. | <ul style="list-style-type: none"> • Song: Health • Book: The Germs • Germs • Avoid Germs and Prevent Illness | <ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth |
| c. Identify and follow basic safety rules. | <ul style="list-style-type: none"> • Songs: Sun Blues; Storms | <ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |
| GOAL 23: UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT. | | |
| LEARNING STANDARD 23.A Describe and explain the structure and functions of the human body systems and how they interrelate. | | |
| a. Identify body parts and their functions. | <ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes • Books: Legs; Fawn Eyes • Parts of the Face • Body Parts | <ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 4 My Body Can Do Amazing Things |
| LEARNING STANDARD 23.B Identify ways to keep the body healthy. | | |
| a. Identify examples of healthy habits. | <ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Germs • Healthy Food • Avoid Germs and Prevent Illness • Exercise and Rest | <ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 3, Pg. 287 Sun Safe Song • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 118 Come Rest Awhile • Unit 7, Pg. 174 Taking Care of My Teeth |
| b. Identify healthy and nonhealthy foods and explain the effect of these foods on the body. | <ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time | <ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating |
| GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS. | | |
| LEARNING STANDARD 24.A Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict. | | |
| *Refer to Social/Emotional Development* | <ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? | <ul style="list-style-type: none"> • Unit 4, Pg. 35 I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... |
| LEARNING STANDARD 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations. | | |
| a. Participate in activities to learn to avoid dangerous situations. | <ul style="list-style-type: none"> • Songs: Sun Blues; Storms | <ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |

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| THE ARTS | | |
| GOAL 25: GAIN EXPOSURE TO AND EXPLORE THE ARTS. | | |
| LEARNING STANDARD 25.A Investigate, begin to appreciate, and participate in the arts. | | |
| a. Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities. | <ul style="list-style-type: none"> Baby’s Ballet Mama’s Melody | <ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 6, Pg. 53 Floating Robots Unit 7, Pg. 187 Pathways in Space |
| b. Drama: Begin to appreciate and participate in dramatic activities. | <ul style="list-style-type: none"> Pretend Play Papa’s Play | <ul style="list-style-type: none"> Introduction, Pg. 11 Dramatic Play Center Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom |
| c. Music: Begin to appreciate and participate in music activities. | <ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Mama’s Melody | <ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 4, Pg. 57 Self-Control Musical Instruments Unit 6, Pg. 85 Storytelling with Instruments |
| d. Visual Arts: Investigate and participate in activities using visual arts materials. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> Squirrel’s Sketches | <ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 1, Pg. 38 Eric Carle Paintings Unit 2, Pg. 190 Dramatic Play: Junkyard |
| LEARNING STANDARD 25.B Display an awareness of some distinct characteristics of the arts. | | |
| a. Describe or respond to their creative work or the creative work of others. | <ul style="list-style-type: none"> Squirrel’s Sketches Mama’s Melody Party Time | <ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 7, Pg. 146 Artist’s Statement Unit 7, Pg. 154 Gallery Talk |
| GOAL 26: UNDERSTAND THAT THE ARTS CAN BE USED TO COMMUNICATE IDEAS AND EMOTIONS. | | |
| LEARNING STANDARD 26.B Understand ways to express meaning through the arts. | | |
| a. Use creative arts as an avenue for self-expression. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. | <ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 2, Pg. 175 Dancing with Props Unit 4, Pg. 57 Self-Control Musical Instruments Unit 6, Pg. 53 Floating Robots Unit 6, Pg. 85 Storytelling with Instruments Unit 7, Pg. 187 Pathways in Space |

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| ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT | | |
| GOAL 28: USE THE HOME LANGUAGE TO COMMUNICATE WITHIN AND BEYOND THE CLASSROOM. | | |
| LEARNING STANDARD 28.A Use the home language at age-appropriate levels for a variety of social and academic purposes. | | |
| a. May demonstrate progress and mastery of benchmarks through home language. | Waterford provides native language support. When this feature is enabled and the student selects “Repeat,” the instructions are given in Spanish and then again in English. | <ul style="list-style-type: none"> • Introduction, Pg. 21 Supporting Dual Language Learners • Dramatic Play Centers • Center Activities |
| b. Use home language in family, community, and early childhood settings. | All communications with families are offered in English and Spanish. | <ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival |
| c. Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in. | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. | <ul style="list-style-type: none"> • Introduction, Pg. 21 Supporting Dual Language Learners • Dramatic Play Centers • Center Activities |
| GOAL 29: USE THE HOME LANGUAGE TO MAKE CONNECTIONS AND REINFORCE KNOWLEDGE AND SKILLS ACROSS ACADEMIC AND SOCIAL AREAS. | | |
| LEARNING STANDARD 29.A Use the home language to attain benchmarks across all the learning areas and build upon and develop transferable language and literacy skills. | | |
| a. Use home cultural and linguistic knowledge to express current understandings and construct new concepts. | | <ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 6, Pg. 89 Storytelling Festival |
| b. With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS. | ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware. | <ul style="list-style-type: none"> • Introduction, Pg. 21 Supporting Dual Language Learners • Dramatic Play Centers • Center Activities |
| c. Exhibit foundational literacy skills in home language to foster transfer to English. | Waterford provides native language support. When this feature is enabled and the student selects “Repeat,” the instructions are given in Spanish and then again in English. | <ul style="list-style-type: none"> • Introduction, Pg. 21 Supporting Dual Language Learners • Dramatic Play Centers • Center Activities |

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| SOCIAL EMOTIONAL DEVELOPMENT | | |
| GOAL 30: DEVELOP SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS AND DEVELOP POSITIVE RELATIONSHIPS WITH OTHERS. | | |
| LEARNING STANDARD 30.A Identify and manage one’s emotions and behavior. | | |
| a. Recognize and label basic emotions. | <ul style="list-style-type: none"> • Lost and Found • It’s Not Fair! • Baby’s Ball • Boo Hoo Baby | <ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper |
| b. Use appropriate communication skills when expressing needs, wants, and feelings. | <ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Lost and Found • Find Me! • Squirrel’s Blocks • Lost Dinosaur • Noisy Children | <ul style="list-style-type: none"> • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 76 Taking Turns Game • Unit 5, Pg. 238 Friend Use Kind Words |
| c. Express feelings that are appropriate to the situation. | <ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Boo Hoo Baby • Where’s Papa? • Clubhouse • Marmot’s Basket • Party Time | <ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper |
| d. Begin to understand and follow rules. | | <ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 188 Full Buckets • Unit 4, Pg. 35 I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend |
| e. Use materials with purpose, safety, and respect. | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect others’ property as well as their own. | <ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship |



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| LEARNING STANDARD 30.A Identify and manage one’s emotions and behavior <i>continued</i>. | | |
| f. Begin to understand the consequences of his or her behavior. | <ul style="list-style-type: none"> • Broken Lamp | <ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe |
| LEARNING STANDARD 30.B Recognize own uniqueness and personal qualities. | | |
| a. Describe self using several basic characteristics. | | <ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! • Unit 7, Pg. 246 I Know |
| LEARNING STANDARD 30.C Demonstrate skills related to successful personal and school outcomes. | | |
| a. Exhibit eagerness and curiosity as a learner. | <ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 7, Pg. 212 It’s Different, But It’s Good! |
| b. Demonstrate persistence and creativity in seeking solutions to problems. | <ul style="list-style-type: none"> • Book: Milton’s Mittens • Musical Mayhem • Marmot Basket • Boo Hoo Baby | <ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 34 Counting and Attendance • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver |
| c. Show some initiative, self-direction, and independence in actions. | <ul style="list-style-type: none"> • Perfect Present • Squirrel’s Sketches • Boo Hoo Baby | <ul style="list-style-type: none"> • Unit 1, Pg. 141 I Am, I Can • Unit 4, Pg. 26 Journal Prompt: I feel... |
| d. Demonstrate engagement and sustained attention in activities. | Engaging activities in Waterford hold children’s attention and build persistence by allowing them to select “Repeat” to hear instructions again and by providing visual clues when children need extra assistance to finish a task. | <ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 34 Counting and Attendance • Unit 6, Pg. 45 My Brain is Always Growing • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention |
| GOAL 31: USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS. | | |
| LEARNING STANDARD 31.A Develop positive relationships with peers and adults. | | |
| a. Show empathy, sympathy, and caring for others. | <ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Papa’s Thumb • Musical Mayhem | <ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend |

| ILLINOIS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| LEARNING STANDARD 31.A Develop positive relationships with peers and adults <i>continued</i>. | | |
| b. Recognize the feelings and perspectives of others. | <ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Do I Have To? • It's Not Fair! • Papa's Thumb • Musical Mayhem | <ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend |
| c. Interact easily with familiar adults. | <ul style="list-style-type: none"> • Mama's Melody • Where's Papa? • Soup's On! • Find Me! | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 375 Trusted Adults |
| d. Demonstrate attachment to familiar adults. | <ul style="list-style-type: none"> • Find Me! • Soup's On! • My Family • Where's Papa? • Squirrel's Blocks | <ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 375 Trusted Adults |
| e. Develop positive relationships with peers. | <ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Musical Mayhem | <ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship |
| LEARNING STANDARD 31.B Use communication and social skills to interact effectively with others. | | |
| a. Interact verbally and nonverbally with other children. | <ul style="list-style-type: none"> • Clubhouse • Marmot's Basket | <ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 141 I Am, I Can • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver |
| b. Engage in cooperative group play. | <ul style="list-style-type: none"> • Clubhouse • Marmot's Basket | <ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? |

| ILLINOIS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| LEARNING STANDARD 31.B Use communication and social skills to interact effectively with others <i>continued</i>. | | |
| c. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. | <ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words |
| LEARNING STANDARD 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | | |
| a. Begin to share materials and experiences and take turns. | <ul style="list-style-type: none"> • Book: Half for You and Half for Me | <ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 202 Kind Kids |
| b. Solve simple conflicts with peers with independence, using gestures or words. | <ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! | <ul style="list-style-type: none"> • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 5, Pg. 238 Friends Use Kind Words |
| c. Seek adult help when needed to resolve conflict. | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. | <ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver |
| GOAL 32: DEMONSTRATE DECISION-MAKING SKILLS AND BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS. | | |
| LEARNING STANDARD 32.A Begin to consider ethical, safety, and societal factors in making decisions. | | |
| a. Participate in discussions about why rules exist. | | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 178 Fox In a Box |
| b. Follow rules and make good choices about behavior. | Social-emotional video series, “I Can Calm Down,” models optional, potential behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to “Stop, Think, and Choose.” | <ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 6, Pg. 48 Flag on the Moon • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 178 Fox In a Box |

| ILLINOIS STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| LEARNING STANDARD 32.B Apply decision-making skills to deal responsibly with daily academic and social situations. | | |
| a. Participate in discussions about finding alternative solutions to problems. | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. | <ul style="list-style-type: none"> • Unit 6, Pg. 48 Flag on the Moon • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem |
| LEARNING STANDARD 32.C Contribute to the well-being of one’s school and community. | | |
| *Refer to Social Studies, Standard 14.A* | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. | <ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully |

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 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).