

CURRICULUM *Correlation*



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

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KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APPROACHES TO LEARNING		
Standard 1: Sustains attention and persists with challenging activities and experiences.		
Benchmark 1.1: Maintains focus and sustains attention. (P-ATL 6)		
Engages in an activity for a sustained period of time.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Maintains focus and attention on activities despite distractions and interruptions.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Sustains attention during group activities that last a short period of time.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Musical Mayhem • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Benchmark 1.2: Persists at challenging tasks. (P-ATL 7)		
Persists with self-selected activities until completed.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated 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 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
Continues working on self-selected activities despite setbacks.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Persists with adult-directed tasks with support as needed.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.3: Makes a plan and engages in the planned activity or project to completion.		
With prompting and support, develops a simple plan and works toward completing planned activities.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
Develops plans that extend over time and follows through to accomplish tasks.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
Standard 2: Approaches learning with flexibility, creativity and imagination.		
Benchmark 2.1: Uses creative approaches for learning. (P-ATL 12)		
Finds new ways to use familiar objects and materials.	<ul style="list-style-type: none"> • Pretend Play • Materials • Magnets 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 9 Block Center • Unit 3, Pg. 367 Shapes Mural
Identifies new materials to use in completing a task.	<ul style="list-style-type: none"> • Pretend Play • Materials • Magnets 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Unit 3, Pg. 367 Shapes Mural
Experiments with combining objects and materials in new and imaginative ways.	<ul style="list-style-type: none"> • Pretend Play • Materials • Magnets 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Unit 3, Pg. 367 Shapes Mural
Benchmark 2.2: Uses imagination in play and interactions with others. (P-ATL 13)		
Uses materials in new and different ways to represent objects, characters, and ideas.	<ul style="list-style-type: none"> • Pretend Play • Perfect Present • Soup’s On! 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Unit 3, Pg. 367 Shapes Mural
Engages in short sequences of dramatic play that include some interaction with peers.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket 	<ul style="list-style-type: none"> • Dramatic Play Activities
Uses a variety of props and invented characters as part of pretend play.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket 	<ul style="list-style-type: none"> • Dramatic Play Activities
Engages in elaborate and sustained play themes with self and others.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket 	<ul style="list-style-type: none"> • Dramatic Play Activities

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 3: Demonstrates eagerness to explore, investigate, and learn about their world.		
Benchmark 3.1: Explores a wide range of topics, ideas, and interests. (P-ATL 11)(P-SCI 4)(P-SCI 5)		
Investigates topics, ideas, and interests to learn new information.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 6 Learning • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 212 It's Different, But It's Good!
Uses a variety of strategies to discover answers to questions about topics, ideas, and interests.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Measurement Tools • Weather Tools 	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 6 Learning • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 212 It's Different, But It's Good!
Shares new discoveries with peers and adults.	<ul style="list-style-type: none"> • Observe a Simple System <p>Resources:</p> <ul style="list-style-type: none"> • HomeLink: Vertebrates • More-To-Explore: Insect Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 7, Pg. 244 Weather Report
Participates in discussions about a variety of topics, ideas, and activities.	Social-emotional videos model conversations and discussions between various characters, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Benchmark 3.2: Initiates explorations, investigations, and interactions. (P-ATL 10)(P-ATL 11)(P-SCI 4)(P-SCI 5)		
Seeks out and participates in new experiences.	<ul style="list-style-type: none"> • Marmot's Basket • Perfect Present • Party Time • Observe a Simple System <p>Resources:</p> <ul style="list-style-type: none"> • More-To-Explore: Insect Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 7, Pg. 244 Weather Report

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 3.2: Initiates explorations, investigations, and interactions. (P-ATL 10)(P-ATL 11)(P-SCI 4)(P-SCI 5) <i>continued</i>		
Asks questions and seeks information about topics of interest.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 7, Pg. 244 Weather Report
Seeks out and uses materials to support investigations.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Measurement Tools • Weather Tools 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Demonstrates self-direction while investigating a range of topics, ideas, and interests.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Standard 4: Uses a variety of strategies with purpose to accomplish tasks, overcome obstacles, and solve problems.		
Benchmark 4.1: Takes risks and attempts new experiences that are challenging.		
Expresses confidence in their abilities.	<ul style="list-style-type: none"> • Clubhouse • Boo Hoo Baby • Squirrel's Sketches • Perfect Present • The Picnic • Dinner Time • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Tries new ways of doing familiar tasks.	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 5, Pg. 216 What Do Spiders Like?
Seeks to participate in new activities they've observed.	<ul style="list-style-type: none"> • Marmot's Basket • Perfect Present • Party Time 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 4.1: Takes risks and attempts new experiences that are challenging <i>continued</i>.		
Attempts challenging experiences.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things
Recovers from setbacks.	Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
Benchmark 4.2: Demonstrates flexibility in solving problems and accomplishing tasks. (P-ATL 9)(P-ATL 12)		
Uses proven strategies to solve familiar problems and accomplish tasks.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
Seeks assistance from peers and adults as needed to solve problems and accomplish tasks.	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 7, Pg. 249 Friendship
Analyzes problems and experiments with strategies to see what works.	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 7, Pg. 249 Friendship
CREATIVE ARTS		
Standard 1: Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences.		
Benchmark 1.1: Develops skills in and appreciation of visual arts.		
Uses a variety of media and materials for exploration (e.g., paint, glue, three-dimensional materials, technology, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 7, Pg. 134 Dramatic Play: Architect’s Office • Unit 7, Pg. 141 Tool Workshop
Uses a variety of art forms, elements, and materials for representing people, places, and things in the environment.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 6, Pg. 69 Dramatic Play: Post Office

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KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.1: Develops skills in and appreciation of visual arts <i>continued</i>.		
Observes and responds to artwork produced by others from his/her own culture and other cultures.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> Unit 7, Pg. 146 Artist’s Statement
Benchmark 1.2: Develops skills in and appreciation of dance.		
Explores various ways of moving with or without music.	<ul style="list-style-type: none"> Book: Movin’ to the Music Time Baby’s Ballet Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> Hi! Notes 	<ul style="list-style-type: none"> Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 175 Dancing with Props Unit 2, Pg. 233 Mambo Moves Unit 3, Pg. 365 Animal Beat Unit 4, Pg. 117 Giraffes Can Dance! Unit 5, Pg. 151 Dinosaur Stomp
Copies or performs simple patterns of movement and dance while exploring the element of beat.	<ul style="list-style-type: none"> Book: Movin’ to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> Hi! Notes 	<ul style="list-style-type: none"> Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 175 Dancing with Props Unit 3, Pg. 365 Animal Beat Unit 4, Pg. 117 Giraffes Can Dance! Unit 5, Pg. 151 Dinosaur Stomp Unit 5, Pg. 183 Flight of the Bumblebee
Describes or imitates movement after participating in or watching others move as they play games or move to songs and/or music.	<ul style="list-style-type: none"> Book: Movin’ to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> Hi! Notes 	<ul style="list-style-type: none"> Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 175 Dancing with Props Unit 3, Pg. 365 Animal Beat Unit 4, Pg. 117 Giraffes Can Dance! Unit 5, Pg. 151 Dinosaur Stomp Unit 5, Pg. 183 Flight of the Bumblebee
Watches/listens and responds to dances performed by others from his/her own culture and other cultures.	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 4, Pg. 117 Giraffes Can Dance! Unit 5, Pg. 151 Dinosaur Stomp Unit 5, Pg. 183 Flight of the Bumblebee Unit 6, Pg. 53 Floating Robots

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.3: Develops skills in and appreciation of music.		
Explores various forms of music through his/her senses.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 175 Dancing with Props
Uses fingerplays and songs to explore the beat and tempo of music.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 5, Pg. 140 Grumble, Talk, or Screech Game
Watches/listens and responds to music produced by others from his/her own culture and other cultures.	<ul style="list-style-type: none"> • Sing Around the World Songs 	<ul style="list-style-type: none"> • Unit 6, Pg. 89 Storytelling Festival
Benchmark 1.4: Develops skills in and appreciation of drama.		
Uses a variety of actions and/or sounds to explore drama through pretend play.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • 29 Dramatic Play Activity Suggestions
Demonstrates simple elements of drama such as roles, characters, and sequence of story lines.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • 29 Dramatic Play Activity Suggestions
Watches/listens and responds to drama performed by others from his/her own culture and other cultures.	<ul style="list-style-type: none"> • Sing Around the World Songs 	<ul style="list-style-type: none"> • Unit 3, Pg. 318 Growing Into a Good Audience

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
HEALTH/MENTAL WELLNESS		
Standard 1: Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.		
Benchmark 1.1: Demonstrates knowledge and skills that contribute to healthy lifestyles. (P-PMP 4)(P-PMP 5)(P-PMP 6)		
Takes care of personal health/safety needs with adult support as needed.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rubric • Learning Together: Health • Emergency Preparedness for Kids • Fire Safety Activities for Kids 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 87 Wash Your Hands with Soap • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments • Unit 7, Pg. 168 Dramatic Play: Dentist’s Office • Unit 7, Pg. 174 Taking Care of My Teeth
Identifies healthy food choices.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating) 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
Benchmark 1.2: Demonstrates knowledge and skills needed to participate successfully in groups. (P-ATL 1)(P-SE 8)(P-ATL 4)(P-SE 3)(P-SE 4)		
Plays alongside rather than with other children.	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p> <p>Resources:</p> <ul style="list-style-type: none"> • HomeLink: Waiting Game 	

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Benchmark 1.2: Demonstrates knowledge and skills needed to participate successfully in groups. (P-ATL 1)(P-SE 8)(P-ATL 4)(P-SE 3)(P-SE 4) <i>continued</i>		
Plays in small groups or pairs based on similar interests.	<ul style="list-style-type: none"> • Book: Will You Play With Me? • Clubhouse • Marmot’s Basket • Pretend Play • Party Time • Musical Mayhem <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Good Playing Rules 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Let’s Play • Unit 6, Pg. 54 Good Friends Activity: Can I Play With You?
Makes and maintains a friendship with at least one other child.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket 	<ul style="list-style-type: none"> • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend
Benchmark 1.3: Demonstrates the ability to participate in classroom activities and follow classroom rules.		
Follows routines independently with support when needed.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
Uses materials appropriately and in a self-directed manner.	Waterford’s Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other’s property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 31 Cleanup and Center Review
Participates in everyday classroom activities, with adult guidance as needed.	When the student’s session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, “Your turn is finished. You’ve done a good job.”	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition
Shifts attention between tasks and moves through transitions with guidance from adults as needed.	When the student’s session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, “Your turn is finished. You’ve done a good job.”	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.3: Demonstrates the ability to participate in classroom activities and follow classroom rules <i>continued</i>.		
Anticipates typical consequences for a specific behavior with support as needed.	<ul style="list-style-type: none"> • Do I Have To? • Broken Lamp • Baby's Ball <p>Resources:</p> <ul style="list-style-type: none"> • Consequences Cards 	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
Benchmark 1.4: Demonstrates self-identity and sense of self.		
Describes self in terms of several basic characteristics.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Name Is Squirrel • Come Inside • Squirrel Sketches • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can
Identifies feelings and likes and dislikes but may not be able to explain why.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; Grandpa's Great Athlete; Bad News Shoes; Movin' to the Music Time • Squirrel's Sketches • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 288 Journals: My Family
Demonstrates self-confidence through interactions.	<ul style="list-style-type: none"> • Find Me! • Musical Mayhem • Squirrel's Sketches • Boo Hoo Baby • Baby's Berries 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Benchmark 1.5: Uses a variety of strategies to solve social problems and conflicts with guidance.		
Accepts and/or asks for help solving social problems and/or resolving conflicts.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.5: Uses a variety of strategies to solve social problems and conflicts with guidance <i>continued</i>.		
Solves social problems and/or resolves conflicts with adult guidance and support when needed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Offers ideas or simple explanations for solving social problems or conflicts with guidance from adults.	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. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Benchmark 1.6: Follows through to complete an activity or achieve a goal.		
Persists at challenging tasks, despite setbacks.	Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Maintains focus when working on a task.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Sets short term goals, makes plans, and follows through.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • 29 Dramatic Play Activity Suggestions

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE AND EARLY LITERACY		
Standard 1: Demonstrates skills and strategies needed for receptive communication.		
29 Dramatic Play Activity Suggestions		
Attends to an adult or peer who is communicating verbally or nonverbally.	<ul style="list-style-type: none"> • Lost and Found • Marmot’s Basket • Musical Mayhem • Find Me <p>Resources:</p> <ul style="list-style-type: none"> • Find the Ball 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy
Follows simple 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 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal
Gains information by listening to/processing communications from others.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • Story Time Activities • Unit 4, Pg. 13 We’re All Happy
Interprets or applies information someone else communicates verbally or nonverbally.	<ul style="list-style-type: none"> • Lost and Found • Marmot’s Basket • Musical Mayhem • Find Me <p>Resources:</p> <ul style="list-style-type: none"> • Find the Ball 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy
Standard 2: Demonstrates the knowledge, skills and strategies needed for expressive communication.		
Benchmark 2.1: Uses non-verbal communication for a variety of purposes.		
Uses non-verbal communication to convey emotions.	<ul style="list-style-type: none"> • Musical Mayhem • Find Me <p>Resources:</p> <ul style="list-style-type: none"> • Find the Ball • Feelings Poster 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 2.1: Uses non-verbal communication for a variety of purposes <i>continued</i>.		
Identifies or chooses an object or person by pointing, physically touching or moving toward another.	<ul style="list-style-type: none"> Books: The Germs; The Alligator in the Library; My Super Sticky Sandwich; David Next Door Resources: <ul style="list-style-type: none"> This Belongs to a Friend 	
Uses gestures and/or movements to initiate interactions or to get needs met.	<ul style="list-style-type: none"> Lost and Found Marmot’s Basket Musical Mayhem Find Me 	<ul style="list-style-type: none"> Unit 4, Pg. 4 Guess How I’m Feeling Unit 4, Pg. 13 We’re All Happy
Benchmark 2.2: Uses language (verbal, signed, symbolic) for a variety of purposes. (P-LC 4)(P-LC 6)		
Initiates communication to have needs met.	<ul style="list-style-type: none"> Find Me! Lost and Found 	<ul style="list-style-type: none"> Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help
Uses words, signs, pictures, and/or symbols to communicate.	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> Unit 2, Pg. 181 Introducing Journals Journal Prompts Unit 3, Pg. 318 Growing Into a Good Audience
Uses different types of words to communicate about people, objects and activities that are familiar as well as new.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.	<ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Journal Activities Dramatic Play Activities Center Activities
Responds appropriately in conversations and discussions with peers and adults.	Social-emotional videos model conversations and discussions between various characters as they listen and respond to each other.	<ul style="list-style-type: none"> Story Time Activities Unit 1, Pg. 17 Listening Song Unit 1, Pg. 32 Train My Brain: Determination Unit 2, Pg. 206 Good Friends, Good Listeners
Asks many types of questions.	Social-emotional videos model conversations and discussions between various characters as they ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 24 What Do Scientists Do? Unit 1, Pg. 136 Find Someone Who Has... Unit 4, Pg. 69 Dramatic Play: Aquarium Unit 7, Pg. 150 What Doesn’t Belong?
Adjusts the pitch, intonation, pace, and volume of their communication based on the situation.	<ul style="list-style-type: none"> Find Me! It’s Not Fair! Do I Have To? Lost and Found Soup’s On! 	<ul style="list-style-type: none"> Unit 1, Pg. 39 Quiet Time Unit 5, Pg. 140 Grumble, Talk, or Screech Game Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 75 Grown-up Manners

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 2.3: Communicates with increasing clarity and use of conventional grammar. (P-LC 5)		
Speaks clearly enough to be understood by familiar people from his/her own community.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 136 Find Someone Who Has... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Uses simple sentences to express self but may not always use correct grammar.	Social-emotional videos model conversations and discussions between various characters who speak clearly and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
Uses more complex sentences, but grammar is sometimes incorrect.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
Uses multiple sentences together with correct grammar consistent with his/her home language most of the time.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
Standard 3: Demonstrates early literacy skills that are foundational for the reading process.		
Benchmark 3.1: Listens to and/or responds to a variety of literacy-related experiences with interest and engagement.		
Actively participates in storytelling, read alouds, and individual opportunities to hear someone reading.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
Demonstrates self-directed interest in the reading process.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities
Imitates the act of reading.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 3.2: Shows interest in and understanding of the basic concepts and conventions of print. (P-LIT 2)		
Recognizes that print conveys meaning.	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
Demonstrates book handling skills.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities
Demonstrates understanding of some basic print conventions.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
Benchmark 3.3: Demonstrates knowledge of the alphabet. (P-LIT 3)		
Recognizes some letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Alphabet Review • Letter Checker • Fast Letter Fun • Catch a Letter • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
Recognizes some letters and words in print.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Alphabet Review • Letter Checker • Fast Letter Fun • Catch a Letter • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 3.3: Demonstrates knowledge of the alphabet. (P-LIT 3) <i>continued</i>		
Identifies some known letters of the alphabet in familiar and unfamiliar words.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Alphabet Review • Letter Checker • Fast Letter Fun 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
Benchmark 3.4: Demonstrates emergent phonological awareness, including early phonemic awareness. (P-LIT 1)		
Listens to and identifies different types of sounds.	<ul style="list-style-type: none"> • What Do You Hear? 	
Recognizes rhyming words.	<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 • Rhyming Words <p>Resources:</p> <ul style="list-style-type: none"> • Nursery Rhymes 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination
Produces a rhyming word.	<ul style="list-style-type: none"> • Make It Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination
Discriminates separate syllables in words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari 	<ul style="list-style-type: none"> • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/
Recognizes letter sounds that match.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds • Final Sound • Letter Sound Practice 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 3.4: Demonstrates emergent phonological awareness, including early phonemic awareness. (P-LIT 1) <i>continued</i>		
Makes some letter-sound connections.	<ul style="list-style-type: none"> • Letter Sound Songs • Name That Sound • Letter Sound Practice • Name That Letter Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds
Identifies some beginning sounds of words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)
Benchmark 3.5: Draws meaning and recalls information from pictures, print, and text that is read to them. (P-LIT 5)		
Gains meaning from pictures.	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues • Picture Story 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
Uses pictures or illustrations to answer questions, provide descriptions or retell details related to stories, songs and text that are read aloud.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Recalls information and draws simple conclusions from text that is read aloud.	<ul style="list-style-type: none"> • Read-Along Books • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Look at Details 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 3.6: Tells and retells a story. (P-LIT 4)		
Acts out main events of a familiar story.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Uses pictures and illustrations to tell and retell a story.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Uses prior experience to help make sense of stories.	<ul style="list-style-type: none"> • Build Knowledge 	
Retells a story including many details and draws connections between story events.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
Standard 4: Demonstrates early literacy skills that are foundational to the writing process.		
Benchmark 4.1: Recognizes that the purpose of writing is communication.		
Recognizes that oral communications can be represented by written language.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 288 Journals: My Family • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 89 Storytelling Festival
Dictates words to an adult to be written down to convey a message.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> • Unit 3, Pg. 318 Growing Into a Good Audience • Unit 3, Pg. 346 Journal Prompt: My job... • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 4.1: Recognizes that the purpose of writing is communication <i>continued</i>.		
Recognizes that once an oral message is written it reads the same way every time.	<ul style="list-style-type: none"> • Read-Along Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words
Benchmark 4.2: Produces marks, symbols, letters and/or words to represent ideas. (P-LIT 6)		
Labels pictures or produces simple texts using scribble writing.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words
Labels pictures or produces simple texts using letter-like forms.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words
Writes recognizable letters.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Letter Sound Instruction 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Introduction, Pg. 17 Writing Center • Journal Activities
Writes familiar words.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 82 Letters Make Words
Benchmark 4.3: Explores the physical aspect of writing.		
Uses tools for writing and drawing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip
Experiments with different ways to grasp writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip
Adjusts body position when writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	
Adjusts paper position when writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 4.3: Explores the physical aspect of writing <i>continued</i>.		
Shows awareness of the directionality of print on a page when writing (top to bottom, left to right).	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
MATHEMATICS		
Standard 1: Demonstrates mathematical concepts and skills during play and other activities.		
Benchmark 1.1: Demonstrates understanding of counting and cardinality. (P-MATH 1)(P-MATH 2)(P-MATH 3)(P-MATH 4)(P-MATH 5)		
Rote counts in sequence to 5 and beyond.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle
Recognizes that a single object is always “one” regardless of size, shape, and/or other attributes.	<ul style="list-style-type: none"> • Number Instruction • One-to-One Correspondence 	<ul style="list-style-type: none"> • Introduce and Count Number Activities
Keeps one-to-one correspondence between counting words and objects (one number word for each object) for small groups of objects.	<ul style="list-style-type: none"> • Number Instruction • One-to-One Correspondence • Make and Count Groups 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle
Accurately counts a set or sets of objects to 5 and beyond and answers the question “how many”.	<ul style="list-style-type: none"> • Number Instruction • One-to-One Correspondence • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Counting and Attendance
Effortlessly states the number of objects in a small collection of 1-4 items without counting.	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits <p>Resources:</p> <ul style="list-style-type: none"> • Subitizing Cards 	<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 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
Compares two sets of 1-5 concrete objects and uses language such as more, less, or same as to describe the comparison.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.1: Demonstrates understanding of counting and cardinality. (P-MATH 1)(P-MATH 2)(P-MATH 3)(P-MATH 4)(P-MATH 5) <i>continued</i>		
Recognizes and identifies some numerals.	<ul style="list-style-type: none"> Number Instruction Number Practice <p>Resources:</p> <ul style="list-style-type: none"> Numeral Cards 	<ul style="list-style-type: none"> Read and Write Number Activities
Scribbles, marks, or writes numerals on the paper to represent a number or quantity.	<ul style="list-style-type: none"> Number Instruction Match Numbers 	<ul style="list-style-type: none"> Read and Write Number Activities
Uses math language to express quantity in everyday experiences.	<p>Resources:</p> <ul style="list-style-type: none"> Quantity Cards Number Quantity Cards HomeLink: Number Sense 	<ul style="list-style-type: none"> Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 147 Charting Weight
Benchmark 1.2: Identifies and uses common shapes and concepts about position. (P-MATH 9)(P-MATH 10)		
Recognizes and names some basic shapes.	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Marmot Shapes Books: Imagination Shapes; The Shape of Things Simple Shapes Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles Unit 3, Pg. 375 Shape Hunt
Describes and compares the characteristics of basic shapes using descriptive and geometric language.	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites Books: Imagination Shapes; The Shape of Things Simple Shapes Solid Shapes Space Shapes Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles Unit 3, Pg. 375 Shape Hunt
Combines and separates 2D and 3D shapes to make other shapes or designs.	<ul style="list-style-type: none"> Geoboard Tangrams 	<ul style="list-style-type: none"> Unit 3, Pg. 310 Make a Triangle Unit 3, Pg 330 Circle Party Unit 3, Pg. 348 Friday Story: The Perfect Square Unit 3, Pg. 367 Shapes Mural Unit 4, Pg. 28 Classroom Block Play
Completes simple puzzles.	<ul style="list-style-type: none"> Puzzle Game <p>Resources:</p> <ul style="list-style-type: none"> Pattern Block Puzzles 	
Identifies the shape of objects in the environment.	<ul style="list-style-type: none"> Song: Kites Books: Imagination Shapes; The Shape of Things 	<ul style="list-style-type: none"> Unit 3, Pg. 367 Shapes Mural Unit 3, Pg. 375 Shape Hunt

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.2: Identifies and uses common shapes and concepts about position. (P-MATH 9)(P-MATH 10) <i>continued</i>		
Identifies parts of a whole.	<ul style="list-style-type: none"> • Book: Half For You and Half For Me 	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 121 Problem Solving: Fair Division
Demonstrates knowledge of the relative position of objects.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Book: Up in the Air • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On 	<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
Uses words that indicate directionality, order and position of objects.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Books: Up in the Air; The Circus Came to Town • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On 	<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
Benchmark 1.3: Uses the attributes of objects for comparison and patterning. (P-MATH 7)		
Describes objects by one or more attributes.	<ul style="list-style-type: none"> • Songs: Five Senses; Plant or Animal; Living and Nonliving; Adjectives Describe; Savanna Size • Size • Heavy and Light • Tall and Short • Big and Little 	<ul style="list-style-type: none"> • Unit 1, Pg. 107 Sound Box Match Up • 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?
Matches objects.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 359 Fancy Shapes • Unit 7, Pg. 205 Healthy Eating

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.3: Uses the attributes of objects for comparison and patterning. (P-MATH 7) <i>continued</i>		
Sorts and classifies objects by one or more attributes.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 359 Fancy Shapes
Recognizes, duplicates and extends simple repeating patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns: 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
Creates original patterns that repeat.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns: 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
Benchmark 1.4: Describes and compares measurable attributes of objects. (P-MATH 8)		
Compares and/or orders objects using attributes of length, weight and size.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small • Big and Little • Heavy and Light • Size • Order Size • Make Comparisons • Big Little Animals • Large Small Toys • Tall and Short 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight
Uses tools to explore measurement.	<ul style="list-style-type: none"> • Song: Measuring Plants • Measurement Tools • Science Tools 	<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. 147 Charting Weight • Unit 7, Pg. 209 Exploring Volume
Explores, compares, and describes length, weight or capacity using nonstandard units.	<ul style="list-style-type: none"> • Song: Measuring Plants • Nonstandard Units of Measure • 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. 147 Charting Weight • Unit 7, Pg. 209 Exploring Volume

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.4: Describes and compares measurable attributes of objects. (P-MATH 8) <i>continued</i>		
Shows awareness of simple time concepts.	<ul style="list-style-type: none"> • Calendar • Calendar/Graph Weather • Today • Yesterday/Tomorrow <p>Resources:</p> <ul style="list-style-type: none"> • Calendar template 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today
Demonstrates understanding of the sequence of events and relative length of time associated with some common activities.	<ul style="list-style-type: none"> • Books: Mr. Romano’s Secret: A Time Story; How Long Is a Minute? 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal
PHYSICAL EDUCATION		
Standard 1: Demonstrates gross and fine motor skills.		
Benchmark 1.1: Performs a variety of locomotor skill with control. (P-PMP 1)(P-PMP 2)		
Demonstrates spatial awareness of body position in relationship to stationary objects.	<p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle 	<ul style="list-style-type: none"> • Unit 2, Pg. 169 Personal Space Circle • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 233 Slide Like a Snail
Walks with control.		<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 122 Obstacle Course
Runs with control.		<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 122 Obstacle Course
Climbs, jumps, and/or hops with coordination, balance, and control.		<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 7, Pg. 238 Surfing the Waves

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.1: Performs a variety of locomotor skill with control. (P-PMP 1)(P-PMP 2) <i>continued</i>		
Experiments with galloping and skipping.	Resources: <ul style="list-style-type: none"> A Spring Gallop 	<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 1, Pg. 143 Builders and Bulldozers Unit 6, Pg. 122 Obstacle Course Unit 7, Pg. 178 Fox In a Box
Uses quick stops or changes in direction to avoid contact with objects or other people.		<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 1, Pg. 143 Builders and Bulldozers Unit 6, Pg. 122 Obstacle Course Unit 7, Pg. 178 Fox In a Box
Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance. (P-PMP 1)		
Executes movements that require a stable base.		<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 7, Pg. 238 Surfing the Waves
Pushes, pulls, twists, turns, bends, balances, stretches, sways and/ or swings limbs with coordination and control.		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 1, Pg. 143 Builders and Bulldozers Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 233 Slide Like a Snail Unit 6, Pg. 53 Floating Robots Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile (Yoga) Unit 6, Pg. 122 Obstacle Course Unit 7, Pg. 238 Surfing the Waves
Benchmark 1.3: Combines a sequence of several motor skills with control. (P-PMP 1)		
Walks up and down stairs with alternating steps.		<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 7, Pg. 238 Surfing the Waves
Explores a variety of movements.	Resources: <ul style="list-style-type: none"> Hi! Notes Personal Space Circle 	<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 1, Pg. 143 Builders and Bulldozers Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 233 Slide Like a Snail Unit 6, Pg. 53 Floating Robots Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile (Yoga) Unit 6, Pg. 122 Obstacle Course Unit 7, Pg. 238 Surfing the Waves

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.4: Performs fine motor movements and tasks using eye-hand coordination. (P-PMP 3)		
Explores and manipulates objects in a variety of ways.	<ul style="list-style-type: none"> Books: Buttons, Buttons; Navajo Beads 	<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
Uses tools.	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.	<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 Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth Unit 6, Pg. 24 Fingerprints: Same or Different? Unit 7, Pg. 141 Tool Workshop Unit 7, Pg. 244 Weather Report
Exhibits strength and control when performing fine motor skills.	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.	<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
Performs tasks using hands with skill and precision.	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.	<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
SCIENCE		
Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).		
Benchmark 1.1: Observes and compares observable phenomena (objects, materials, plants, animals, and events). (P-SCI 1)(P-SCI 3)		
Uses many senses to examine objects with attention to detail.	<ul style="list-style-type: none"> Song: Five Senses Book: I Wish I Had Ears Like a Bat Sight Smell Taste Touch Hearing Science Investigation Observe a Simple System Calendar/Graph Weather 	<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
Describes properties.	<ul style="list-style-type: none"> Songs: Five Senses; Adjectives Describe; 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. 107 Sound Box Match Up Unit 2, Pg. 195 Taste and Smell Snack Activity

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.1: Observes and compares observable phenomena (objects, materials, plants, animals, and events). (P-SCI 1)(P-SCI 3) <i>continued</i>		
Collects items with similar properties.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 359 Fancy Shapes
Observes similarities and differences.	<ul style="list-style-type: none"> • Song: Same and Different • Book: Mine • Look at Details 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Observes how objects, plants and animals are influenced by other objects or forces.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Benchmark 1.2: Uses a variety of tools to explore the environment.		
Uses non-standard tools to explore the environment.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Uses standard tools to explore the environment.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Sight • Touch • Hearing • Taste • Smell • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 306 How Do Plants Drink? • Unit 7, Pg. 244 Weather Report

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.3: Uses aspects of the scientific process to learn about the world. (P-SCI 2)(P-SCI 4)(P-SCI 5)(P-SCI 6)		
Asks simple scientific questions.	<ul style="list-style-type: none"> • Song: The Scientific Method • 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 • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
Makes predictions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation
Conducts simple experiments.	<ul style="list-style-type: none"> • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Observes results from simple experiments.	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Records and communicates observations through a variety of means.	<ul style="list-style-type: none"> • Song: The Scientific Method • Observe a Simple System • Science Investigation • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Draws conclusions based on observations.	<ul style="list-style-type: none"> • Observe a Simple System • Science Investigation • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL STUDIES		
Standard 1: Demonstrates knowledge of the social and physical environments in which they live.		
Benchmark 1.1: Differentiates between events that happen in the past, present, and future.		
Recognizes the beginning and end of an event.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 35 Calendar Unit 1, Pg. 45 Calendar: Yesterday and Today Unit 1, Pg. 55 Schedule
Recalls information about the immediate past.		<ul style="list-style-type: none"> Unit 1, Pg. 20 Reflection and Dismissal Unit 5, Pg. 218 Journal Prompt: I Helped When...
Recognizes family and/or classroom events that happened in the past.	<ul style="list-style-type: none"> Clubhouse Do I Have To? It's Not Fair! 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 20 Reflection and Dismissal
Considers how people, other living creatures and physical features of objects in the environment change over time.	<ul style="list-style-type: none"> Song: Seasons Books: The Four Seasons; That's What I Like: A Book About Seasons Water Cycle Rock Cycle Spring Summer Fall Winter Science Investigation Science Tools Observe a Simple System 	<ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 3, Pg. 363 Seed Investigation
Describes or represents two or three events in the correct sequence.	<ul style="list-style-type: none"> Book: Marty's Mixed-Up Mom First, Next, Last Sequencing Events What Comes Next? Sum Up: Remember Order <p>Resources:</p> <ul style="list-style-type: none"> Itsy Bitsy Spider Sequence Cards 	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.1: Differentiates between events that happen in the past, present, and future <i>continued</i>.		
Uses some general terms related to the elements of time.	<ul style="list-style-type: none"> • Calendar • Calendar/Graph Weather • Today • Yesterday/Tomorrow <p>Resources:</p> <ul style="list-style-type: none"> • Calendar template 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today
Describes activities and/or events that are planned or typically happen a short time ahead/in the near future.	<ul style="list-style-type: none"> • Book: I Can't Wait • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Benchmark 1.2: Identifies important physical feature in the environment and uses them to describe and navigate surroundings.		
Recognizes and/or describes characteristics of familiar places.	<p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 6, Pg. 69 Dramatic Play: Post Office
Recognizes and/or uses objects to represent familiar places.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play • Unit 6, Pg. 69 Dramatic Play: Post Office
Shows interest in using geographic tools such as maps, globes, charts, and compasses.	Sing Around the World Songs begin with a map highlighting the location of the country represented.	<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
Benchmark 1.3: Shows an awareness of fundamental economic concepts.		
Recognizes that sometimes there are not enough toys or materials for everyone.	<p>Resources:</p> <ul style="list-style-type: none"> • HomeLink: Waiting Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 4, Pg. 80 Waiting Game
Trades objects with someone else.	<ul style="list-style-type: none"> • Book: Bugs For Sale 	
Recognizes that money is used to purchase things.	<ul style="list-style-type: none"> • Books: Bugs For Sale; Fudge For Sale 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.4: Contributes as a member of the classroom community or group by following rules. (P-ATL 2)(P-ATL 3)(P-ATL 4)		
Follows routines that have been explained to them.	Children follow directions and routines independently as they progress through Waterford’s sequence of activities.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal
Follows rules with reminders and practice.	Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
Describes rules that are important in different settings or situations.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
Follows rules appropriate for the situation with limited guidance.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
Benchmark 1.5: Demonstrates understanding of roles and relationships within families and the community. (P-SE 11)		
Name family members and their relationship to self.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • Come Inside • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Describes own role and the roles of others in own family.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Identifies similarities and differences between roles and relationships within one’s own family with other families.	<ul style="list-style-type: none"> • Books: Mine; José Three; My Super Sticky Sandwich; I Can’t Wait • My Family 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.5: Demonstrates understanding of roles and relationships within families and the community. (P-SE 11) <i>continued</i>		
Recognizes that different people have different roles and jobs in the community.	Resources: <ul style="list-style-type: none"> Community Helpers 	<ul style="list-style-type: none"> Unit 1, Pg. 133 Farmer in the Dell: Word Mixup Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 3, Pg. 326 We All Have Jobs Unit 3, Pg. 328 Dramatic Play: Fire Station Unit 3, Pg. 330 Circle Party Unit 3, Pg. 343 Which Hat is Best? Unit 6, Pg. 69 Dramatic Play: Post Office Unit 7, Pg. 168 Dramatic Play: Dentist's Office
Benchmark 1.6: Identifies and respects similarities and differences among familiar people and their cultural traditions.		
Describes characteristics of oneself.	<ul style="list-style-type: none"> Book: Mine 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can
Identifies and respects similarities and differences between self and others.	<ul style="list-style-type: none"> Books: David Next Door; Seeing Fingers; Noise? What Noise?; Mine 	<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
Recognizes that people identify their gender differently.	<ul style="list-style-type: none"> Books: Jack and Jill; Play Ball 	
Recognizes and respects that people differ in their cultural traditions such as language, dress, food, and other aspects of their lives.	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 6, Pg. 89 Storytelling Festival
TECHNOLOGY		
Standard 1: Uses technology with care to engage with others and learn about the world.		
Benchmark 1.1: Operates basic technology equipment with care.		
Manipulates technology equipment.	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> Unit 4, Pg. 54 Help the Birds Unit 1, Pg. 132 Erasing Mistakes
Follows rules for safe use of the computer and other technology equipment.	Waterford is mindful of screen time and the session ends after the recommended 15 minutes of daily instruction.	<ul style="list-style-type: none"> Unit 1, Pg. 132 Erasing Mistakes Unit 6, Pg. 117 Digital Safety

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Benchmark 1.2: Uses technology to learn information and accomplish a task.		
Uses technology to explore, create and innovate.	<ul style="list-style-type: none"> • ABC Coloring <p>Resources:</p> <ul style="list-style-type: none"> • Going on an Alphabet Sound Hunt! 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation • Unit 7, Pg. 244 Weather Report
Uses technology to communicate.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.	<ul style="list-style-type: none"> • Unit 7, Pg. 216 Digital Program
Uses technology to investigate a topic of interest.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy.	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation • Unit 7, Pg. 244 Weather Report

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at 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

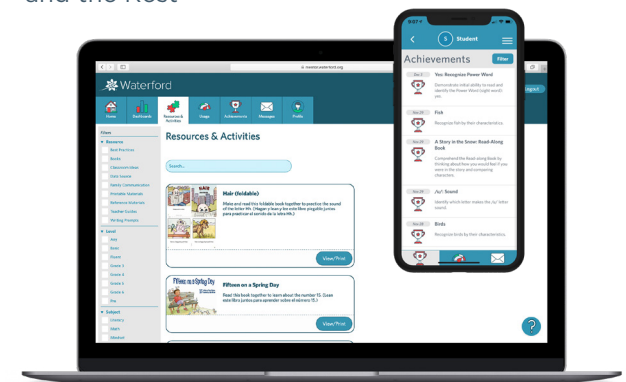
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).