

# CURRICULUM *Correlation*



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

# TABLE OF CONTENTS

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b> .....	<b>1</b>
Emotional Development .....	1
Social Development .....	5
Approaches to Learning .....	9
<b>CREATIVE ARTS</b> .....	<b>11</b>
Visual Arts .....	11
Movement and Dance .....	12
Music .....	12
Dramatic Play/Performance .....	13
<b>EARLY LANGUAGE AND LITERACY</b> .....	<b>14</b>
Speaking and Listening .....	14
Language Standards .....	15
Reading Standards for Literature .....	17
Reading Standards for Informational Text .....	19
Reading Standards: Foundational Skills .....	20
Writing Standards .....	23
<b>PHYSICAL DEVELOPMENT AND HEALTH</b> .....	<b>24</b>
Nutrition .....	24
Safety .....	25
Fine Motor .....	26
Gross Motor .....	26
Physical Health Status .....	28
Health Knowledge and Practices .....	28
<b>MATH</b> .....	<b>30</b>
Mathematical Practices .....	30
Counting and Cardinality Cluster .....	31
Operations and Algebraic Thinking .....	33
Geometry .....	34
Measurement and Data .....	35

<b>SCIENCE</b> .....	<b>37</b>
Physical Science .....	37
Earth Science .....	38
Life Science .....	40
<b>SOCIAL STUDIES</b> .....	<b>42</b>
Civics and Government .....	42
Economics .....	43
Geography .....	43
History .....	44
<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>45</b>
<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> .....	<b>48</b>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
Emotional Development		
Self Concept		
Has an awareness of self as having certain abilities, characteristics, preferences and rights	<ul style="list-style-type: none"> <li>Books: Lumpy Mush; Ooey, Gooey Mud; Grandpa's Great Athlete; I Hate Peas; Bad News Shoes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 The Name Song</li> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
Demonstrates self-direction by making choices among peers, activities and materials	<ul style="list-style-type: none"> <li>Baby's Ball</li> <li>Musical Mayhem</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 4, Pg. 74 It's Okay to Say No</li> <li>Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
Takes on new tasks and improves skills with practice	Waterford Early Learning helps children build persistence through support within 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"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Initiates actions or activities with peers	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. <ul style="list-style-type: none"> <li>Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 88 Let's Play</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Expresses delight over a successful project and want others to like it too	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Sketches</li> <li>Mama's Melody</li> <li>The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Demonstrates confidence in own abilities and delights in the mastery of a skill	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Sketches</li> <li>Mama's Melody</li> <li>The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
Demonstrates an understanding of and follows through with basic responsibilities	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>The Picnic</li> <li>Dinner Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 31 Clean Up and Center Review</li> <li>Unit 2, Pg. 214 Garbage Elves</li> <li>Unit 2, Pg. 232 Wash the Tables!</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Self-Regulation</b>		
Expresses self in safe and appropriate ways through words and actions	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Seeks peaceful resolutions to conflict	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Stops and listens to instructions before jumping into activity, with guidance	Social-emotional video series “I Can Calm Down “ models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 17 Listening Song</li> </ul>
Follows rules and routines	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Respects the rights and property of others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 1, Pg. 31 Cleanup and Center Review</li> </ul>
Uses materials appropriately	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 31 Cleanup and Center Review</li> </ul>
Is able to share materials or caregiver’s/teacher’s attention	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Self-Regulation continued</i>		
Can wait for turn in simple game or use of equipment	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 80 Waiting Game</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
Accepts consequences of own actions	<b>Resources:</b> <ul style="list-style-type: none"> <li>Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Regulates own emotions and behaviors	Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Refrains from disruptive, aggressive, angry or defiant behaviors	Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Asks what and why questions to understand effects of behavior	<ul style="list-style-type: none"> <li>Broken Lamp</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> <li>Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<i>Sympathy and Empathy</i>		
Expresses empathy for others	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>Baby’s Ball</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Comforts physically hurt or emotionally upset child through appropriate words or actions	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby’s Ball</li> <li>Papa’s Thumb</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Sympathy and Empathy continued</i>		
Labels own emotions and, increasingly, the emotions of others	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Lost Keys</li> <li>• Noisy Children</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Demonstrates understanding of the consequences of own actions on others	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Soup's On!</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Understands the reasons for rules and routines within the group and accepts them	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Asks "what" and "why" questions to understand effects of behavior	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property	Social-emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
<b>Adapting to Diverse Settings</b>		
Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1 Pg. 36 Jump Up and Down Transition</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Adapting to Diverse Settings continued</i>		
Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1 Pg. 36 Jump Up and Down Transition</li> </ul>
Anticipates with assistance what will be needed in diverse settings		<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> </ul>
Follows rules in diverse settings	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 3, Pg. 318 Growing Into A Good Audience</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>Social Development</b>		
<b>Building Relationships with Adults</b>		
Asks questions and checks with an adult before deviating from rules and routines	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
Seeks adult help when needed for emotional support	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
Confides in at least one adult	<ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Trusted Adults</li> </ul>
Works independently and asks for help only when necessary	<ul style="list-style-type: none"> <li>• Baby's Ball</li> <li>• Baby Wants Berries</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Building Relationships with Adults</b> <i>continued</i>		
Works cooperatively with an adult to plan and organize activities and solve problems	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 7, Pg. 198 Program Decorations</li> </ul>
Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
<b>Building Relationships with Children</b>		
Participates cooperatively in large and small group activities	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Story Time Activities</li> </ul>
Participates in classroom and group routines	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1 Pg. 36 Jump Up and Down Transition</li> </ul>
Uses different turn-taking strategies	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Develops consideration for the needs or interests of peers	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>



MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Building Relationships with Children continued</i>		
Develops friendships with peers	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Party Time</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Notices and comments on who is absent from routine group settings		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 5 Attendance</li> </ul>
Shows concern for personal fairness within a peer group	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Defends own rights and the rights of others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights of others as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
Gives social support to others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Baby's Ball</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> <li>• My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
Uses play to explore, practice and understand social roles	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 88 Let's Play</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Building Relationships with Children <i>continued</i></b>		
Joins in the middle of an on-going group activity with friends independently	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Invents and sets up activities that include more than one child	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
<b>Respecting Similarities and Differences</b>		
Names and accepts differences and similarities in preferences	<ul style="list-style-type: none"> <li>Books: Lumpy Mush; Ooey, Goopy Mud; I Hate Peas; Bad News Shoes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 176 Smell Survey</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
Notices that other children might communicate differently or use different words for the same object	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Begins to examine a situation from others' perspective	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Shows concern about personal fairness within a peer group	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Approaches to Learning</b>		
<b>Initiative &amp; Curiosity</b>		
Initiates participation in a widening ranges of topics, ideas, and tasks	<ul style="list-style-type: none"> <li>• Song; The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Invents projects and works on them with little assistance	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
Wonders and asks questions about change in his/her world	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons (See titles at end of document.)</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Center Activities</li> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Uses “wh” questions to get information a variety of topics (why, who, what, where and when)	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness	<ul style="list-style-type: none"> <li>• Books: My Reptile Hospital; My Super Sticky Sandwich</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Invents games and new activities	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Engagement &amp; Persistence</b>		
Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations	Engaging activities in Waterford hold children’s attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/or increasingly manages own level of frustration)	Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 52 What Would Pete the Cat Do?</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
Chooses to leave a project and returns to it later for completion or elaboration	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 4, Pg. 118 Raising Tadpoles</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
Sets goals, develops plans, and completes tasks with increasing independence	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Marmot’s Basket</li> <li>Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
Maintains concentration despite distractions	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>Reflection &amp; Problem-Solving</b>		
Predicts when something might be a problem or challenge	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Makes predictions about what will happen next	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Peek at the Story</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 1, Pg. 148 Ten Little Goldfish</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> </ul>
Looks for more than one solution to a question, task, or problem	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Applies prior experiences, senses, and knowledge to new learning situations	<ul style="list-style-type: none"> <li>Picture Clues</li> <li>Build Knowledge</li> <li>Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> </ul>



# MAINE'S EARLY LEARNING AND DEVELOPMENT STANDARDS 2015

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reflection &amp; Problem-Solving <i>continued</i></b>		
Considers and implements different approaches to carrying out a task	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
Independently alters approach to tasks when initial approach does not work	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Discusses or documents important aspects of an experience and identifies what was learned	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> <li>Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
Solves increasingly complex problems and an increased number of problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
<b>CREATIVE ARTS</b>		
<b>Visual Arts</b>		
Shows interest in different art media and materials in a variety of ways for creative expression and representation	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>
Works collaboratively to create group art displays	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 5, Pg. 209 Spider Webs</li> <li>Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites</li> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 198 Program Decorations</li> </ul>
Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Visual Arts <i>continued</i></b>		
Uses art materials safely and appropriately	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 19 Birthday Cupcakes</li> <li>Unit 3, Pg. 289 Rectangles and Squares</li> <li>Unit 3, Pg. 361 Fire Painting</li> </ul>
Selects and describes the elements of personal artwork with teachers, other children and parents	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>Movement and Dance</b>		
Moves in response to tempo changes and different styles of music	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
Uses creative movement, planned or improvised, that expresses an idea or feeling	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
<b>Music</b>		
Shows increasing ability to recognize tempo changes and different styles of music	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
Sings songs with more complex and varied lyrics, patterns and notations	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> </ul>
Uses music and instruments to imitate and improvise songs, melodies, and patterns	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Music and Dance Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 1, Pg. 117 Jar Symphony</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Dramatic Play/Performance</b>		
<b>Dramatic Expression</b>		
Uses objects for other than their intended purpose to create representations of real life objects or activities	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Represents fantasy and real life experiences through pretend play and use of props and costumes	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Uses pretend play to represent known or anticipated situations	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
<b>Performance</b>		
Creates characters through physical movement, gesture, sound, speech and facial expressions	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> <li>Papa's Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
Recreates dramatic play experiences, stories or poems for an audience	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EARLY LANGUAGE AND LITERACY</b>		
<b>Speaking and Listening</b>		
<b>Comprehension &amp; Collaboration</b>		
Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups: a. Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion)	Social-emotional videos model conversations and discussions between various characters demonstrating appropriate conversation rules.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
b. Engages in conversations with multiple exchanges	Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
Asks questions in order to seek help, get information, or clarify something that is not understood	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
<b>Presentation of Knowledge &amp; Ideas</b>		
Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Describe Characters</li> <li>• Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> </ul>



MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Presentation of Knowledge &amp; Ideas</b> <i>continued</i>		
Begins to add drawing or other visual displays to descriptions to provide additional detail	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 146 Artist's Statement</li> </ul>
Speaks audibly most of the time and expresses thoughts, feelings, and ideas	Social-emotional videos model conversations and discussions between various characters demonstrating appropriate conversation rules.	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 4, Pg. 74 It's Okay to Say No</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: a. Prints some upper- and lowercase letters, and can write own name	<ul style="list-style-type: none"> <li>Name Game</li> <li>Letter Pictures</li> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Capital Letter Introduction</li> <li>Lowercase Letter Introduction</li> <li>Unit 1, Pg. 27 Letter Tile Names</li> <li>Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>Unit 1, Pg. 74 Name Magnets</li> </ul>
b. Uses frequently occurring nouns and verbs	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs</li> <li>Verbs</li> <li>Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 179 Power I</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
c. Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)	<ul style="list-style-type: none"> <li>Song: More Than One</li> <li>Plural Nouns</li> </ul>	
d. Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how)	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
e. Begins to use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)	<ul style="list-style-type: none"> <li>Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English <i>continued</i></b>		
f. Demonstrates the ability to speak in complete sentences	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Begins to use standard English capitalization, punctuation, and spelling when writing: a. Capitalize the first letter in own name	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Name Game</li> </ul>	
b. Begins to recognize punctuation (e.g., ., ?, !)	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	
c. Begins to write letters to represent sounds	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Letter Sounds</li> <li>Name That Letter Sound</li> <li>Sound Room</li> <li>Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introduction</li> <li>Lowercase Letter Introduction</li> </ul>
d. Begins to spell simple words phonetically, drawing on knowledge of sound letter relationships	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Letter Sound Screening</li> <li>Sound Room</li> <li>Name That Letter Sound</li> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introduction</li> <li>Lowercase Letter Introduction</li> <li>Journal Activities</li> </ul>
<b>Vocabulary Acquisition &amp; Use</b>		
Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play: a. With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad)	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> <li>Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Vocabulary Acquisition &amp; Use <i>continued</i></b>		
<p>Explores word relationships and meanings:</p> <p>a. Sorts common objects into categories (e.g. big/small, living/nonliving)</p>	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; All Sorts of Laundry</li> <li>• Sort</li> <li>• Living or Nonliving</li> <li>• Plant or Animal</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<p>b. Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy)</p>	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
<p>c. Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings</p>	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
<p>Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play</p>	<p>All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
<b>Reading Standards for Literature</b>		
<b>Key Ideas &amp; Details</b>		
<p>With prompting and support: Asks and answers questions about simple stories</p>	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Story Time Activities</li> </ul>
<p>Retells at least one major event from a simple story</p>	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>• Dramatic Play Activities</li> </ul>
<p>Identifies main characters in simple stories</p>	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Craft &amp; Structure</b>		
Asks questions about unknown words and phrases in stories	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
Begins to recognize that there are different text structures, such as stories, poems, and songs	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Science Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Begins to describe the roles of authors & illustrators	<ul style="list-style-type: none"> <li>• Print Concepts Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
<b>Integration of Knowledge &amp; Ideas</b>		
Retells stories using both storybook language and pictures	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Begins to make connections between characters in familiar stories	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> (See titles at end of document.) <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>
<b>Reading &amp; Level of Text Complexity</b>		
Participates in (individually and in groups) a variety of age-appropriate print materials	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Reading Standards for Informational Text</b>		
<b>Details-Informational Text</b>		
With prompting and support: Asks and answers questions about an informational text read aloud	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Ask a Question</li> <li>Find an Answer</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul>
Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul>
Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table)	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul>
<b>Structure-Informational Text</b>		
Identifies front cover and back cover of a book and title	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>Print Concepts Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> <li>Story Time Activities</li> </ul>
Begins to describe the role of authors and illustrators	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>Print Concepts Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> <li>Story Time Activities</li> </ul>
<b>Integration of Knowledge &amp; Ideas</b>		
Describes important information from text and pictures/photos/graphics	<ul style="list-style-type: none"> <li>Look at Details</li> <li>Sum Up: Five Ws</li> <li>Words tell About the Pictures</li> <li>Picture Clues</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul>
Recognizes that information on a topic can be found in more than one text	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center; Pg. 16 Science Center</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Range of Reading Level of Text Complexity</b>		
Participates individually and in groups in a variety of age-appropriate informational text materials	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 5, Pg. 174 Invertebrates</li> </ul>
<b>Reading Standards: Foundational Skills</b>		
<b>Print Concepts</b>		
Displays appropriate book-handling skills and knowledge of print conventions: a. Begins to track print from left to right and top to bottom	All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motions. <ul style="list-style-type: none"> <li>Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>Story Time Activities</li> </ul>
b. Recognizes that print is something that is read and has specific meaning	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Letters Make Words</li> <li>Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
c. Begins to demonstrate that words are separated by spaces in print	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Letters Make Words</li> <li>Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>Story Time Activities</li> </ul>
d. Recognizes and names at least 15-20 upper and 15-20 lower case letters	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Match</li> <li>Distinguish Letters</li> <li>Letter Checker</li> <li>Fast Letter Fun</li> <li>Find the Letter</li> <li>Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 4, Pg. 46 Lowercase Letters</li> </ul>
<b>Phonological Awareness</b>		
With prompting and support: “Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes): a. Recognize and produces rhyming words”	<ul style="list-style-type: none"> <li>Rhyming Words</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>Finish the Picture</li> <li>One Doesn’t Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 51 Fancy Rhyming</li> <li>Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>Unit 2, Pg. 199 Rhyme Race</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness continued</i>		
b. Counts, pronounces, blends, and segments syllables in spoken words	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 50 Vertebrate Compound Words</li> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul>
c. Blends and segments onsets and rimes of single-syllable words	<ul style="list-style-type: none"> <li>• Blending Dragon</li> <li>• Blend Onset/Rime Sounds</li> <li>• Segment Onset Rime</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 4 Listening Activity: Action Words Onset-Rime</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> </ul>
d. Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
e. Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Phoneme Substitution</li> </ul>	

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Phonics &amp; Word Recognition</b>		
<p>With prompting and support, applies beginning phonics and word analysis skills:</p> <p>a. Links a sound to a picture of an object that begins with that sound</p>	<ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/</li> </ul>
<p>b. Begins to link a sound to the corresponding printed letter</p>	<ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
<p>c. Recognizes names of other children in the classroom and common print around the classroom</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters make Words</li> <li>• Words Tell About the Pictures</li> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
<b>Fluency</b>		
<p>Attends to fluent models of reading</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<p>Imitates fluent models of reading</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> </ul>



MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Writing Standards</b>		
Text Types and Purposes of Writing		
With prompting and support, uses a combination of drawing, dictating and writing to: a. Communicate opinions on topics of interest (e.g., My favorite food is...)	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> </ul>
b. Communicate information about a topic	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> </ul>
c. Tell a story	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>• Journal Activities</li> </ul>
Production & Distribution of Writing		
With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> </ul>
Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words	Students use technology daily and become familiar with tools such as a computer, monitor, headphones, keyboard, and mouse or touchpad.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>
Research to Build & Present Knowledge-Writing		
Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals)	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Research to Build &amp; Present Knowledge-Writing <i>continued</i></b>		
<p>With guidance and support, begins to recall information from experiences or gather information from different sources</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>• Science Center</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>		
<b>Nutrition</b>		
<p>Recognizes, chooses and eats a variety of healthy foods from various cultures</p>	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<p>Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value</p>	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 371 Farm to Table</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<p>Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating</p>	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Healthy Food</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> <li>• Hand Washing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Safety</b>		
Identifies how people help keep them safe in dangerous situations	<b>Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 3, Pg. 373 Trusted Adults</li> </ul>
Can identify a stranger	<b>Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> <li>Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 373 Trusted Adults</li> </ul>
Follows basic safety rules and practices	<ul style="list-style-type: none"> <li>Songs: Sun Blues; Storms</li> <li>Lightning Safety</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
Responds appropriately to harmful or unsafe situation, objects, substances and environments, and can identify the consequences of unsafe behavior	<b>Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
Demonstrates safety awareness and responsibility when using materials	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to care for the property of others as well as their own.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
Uses caution and keeps a distance from wildlife and unknown pets	<ul style="list-style-type: none"> <li>Care of Earth</li> </ul>	
Follows emergency routines after adult instruction	<b>Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 337 Emergency!</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Fine Motor</b>		
Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Writing Letter A</li> <li>Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>
Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>
Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 3, Pg. 314 Cutting Shapes</li> </ul>
Practices manual self-help skills, including dressing self and attempting to tie shoes	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
Uses small, precise finger and hand movements	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Writing Letter A</li> <li>Unit 1, Pg. 60 Turn and Talk Matching</li> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> </ul>
Uses finger, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 1, Pg. 132 Erasing Mistakes</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>Gross Motor</b>		
Coordinates complex movements in play and games	<b>Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects	<b>Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 169 Personal Space Circle</li> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Gross Motor <i>continued</i></b>		
Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and directions and balance (running, sliding, galloping forward, back, right, left)	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
Demonstrates cooperative skills while participating in physical activities		<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
Sustains balance during complex movements	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Manipulates balls or similar objects with a full range of motion		<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
Develops coordination and balance with a variety of playground equipment	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
Enjoys challenging him/herself to try new and increasingly difficult activities	<p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
Shows enthusiasm for mastery of gross motor movements through repetitive practice	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 143 Builders and Bulldozers</li> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 53 Floating Robots</li> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Physical Health Status</b>		
Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, pg. 42 Birds on a Perch</li> <li>• Unit 5, pg. 233 Slide Like a Snail</li> <li>• Unit 6, pg. 53 Floating Robots</li> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul>
Develops an awareness of personal health and fitness	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>
Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, pg. 42 Birds on a Perch</li> <li>• Unit 5, pg. 233 Slide Like a Snail</li> <li>• Unit 6, pg. 53 Floating Robots</li> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul>
<b>Health Knowledge and Practices</b>		
Identifies specific practices that support body development and function	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 54 Germs</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Combines and uses different senses depending on the activity	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Health Knowledge and Practices <i>continued</i></b>		
Recognizes the importance of doctor and dentist visits		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 18 Listening to My Body</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> </ul>
Identifies medicine and knows that it is used to stay healthy	<ul style="list-style-type: none"> <li>• Health Experiment</li> </ul>	
Identifies which school and community health helpers are needed in a given situation	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>
Regulates own emotions and behaviors	Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Moves with an awareness of others	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Health Knowledge and Practices <i>continued</i></b>		
Participates easily and knows what to do in routine activities	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Covers mouth when coughing	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> </ul>
Helps with routine care of the environment	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> </ul>
Recognizes there are multiple components of health	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Healthy Food</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 54 Germs</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Identifies physical changes that accompany moderate to vigorous physical activity		<ul style="list-style-type: none"> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>
Participates in sleep routines	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>
<b>MATH</b>		
<b>Mathematical Practices</b>		
Approaches math with enthusiasm	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Introduce and Count Number Activities</li> </ul>
Associates math with engaging classroom materials and activities	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Introduce and Count Number Activities</li> </ul>



MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Mathematical Practices <i>continued</i></b>		
Recognizes the usefulness of math in everyday tasks	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Introduce and Count Number Activities</li> </ul>
Uses math to solve problems in the context of classroom and home experiences	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens; One More Cat</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> </ul>
Represents mathematical concepts using manipulatives	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> <li>• Add With Manipulatives</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Uses math terms in the course of everyday conversations	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> </ul>
<b>Counting and Cardinality Cluster</b>		
Rote counts to 20 and beyond by ones with increasing accuracy	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Recognizes and names written numerals 0-10	<ul style="list-style-type: none"> <li>• Math Books</li> <li>• Number Instruction</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Counting and Cardinality Cluster <i>continued</i></b>		
Subitizes to determine how many (recognizes small quantities immediately)	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 206 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 4, Pg. 102 Read and Write 6: Warm-up Number Dots</li> </ul>
Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality)	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Math Books</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Counting Songs</li> <li>• Math Books</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Begins to write number symbols 0-10	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Math Books</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> </ul>
Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Operations and Algebraic Thinking</b>		
Associates quantity with a number name or written numeral	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Counts using 1:1 correspondence with increasing accuracy	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 2, pg. 261 Make One More</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> </ul>
Represents addition and subtraction with fingers drawing, acting out situations and verbal explanation	<ul style="list-style-type: none"> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers)	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
Acts out and solves story problems using sets of up to ten objects	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Story Problem Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Geometry</b>		
Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites; All Sorts of Laundry</li> <li>• Books: The Shape of Things; Imagination Shapes; Buttons, Buttons</li> <li>• Sort</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Discovers connections between formal geometric shapes and the surrounding environment	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• World Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Combines materials to make three-dimensional and two-dimensional shapes	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Breaks down shapes into parts and wholes	<ul style="list-style-type: none"> <li>• Song: Fractions</li> <li>• Book: Half For You and Half For Me</li> <li>• Equal Part-Fractions</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	
Initiates activities that indicate understanding of directionality	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under and Through</li> <li>• Above, Below, Next to, On</li> <li>• Position</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Geometry <i>continued</i></b>		
Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>
Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks)	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Demonstrates or describes relative positions of objects, using words such as up, down, beside, over	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
<b>Measurement and Data</b>		
Describes, sorts and classifies groups of objects using one or more attribute	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Length</li> <li>• Capacity</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> </ul>
Begins to identify such words as “first”, “next”, and “last”	<ul style="list-style-type: none"> <li>• Song: Monster Trucks</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurement and Data <i>continued</i></b>		
Use discrete attributes to order and seriate materials	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Recognizes, duplicates, creates, and extends simple patterns using objects	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg., 59 ABC Patterns</li> </ul>
Uses past and future tenses and time words appropriately	<ul style="list-style-type: none"> <li>• Books: How Long is a Minute?; I Can't Wait</li> <li>• Calendar</li> <li>• Yesterday/Tomorrow</li> <li>• Today</li> <li>• Tell Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Schedule</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Begins to understand concepts such as yesterday, today, and tomorrow	<ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>
Responds to questions that can be answered through data analysis	<ul style="list-style-type: none"> <li>• Book: Milton's Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 6, Pg. 54 Germs</li> </ul>
Represents data using simple charts and graphs (2-D or 3-D)	<ul style="list-style-type: none"> <li>• Books: One More Cat; Milton's Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>
Uses non-standard units of measurement to measure objects; notices similarities and differences	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurement and Data <i>continued</i></b>		
Connects measurement terms and concepts in everyday life	<ul style="list-style-type: none"> <li>• Song: Plants Are Growing</li> <li>• Books: Half for You and Half for Me; Five Delicious Muffins</li> <li>• Length</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>SCIENCE</b>		
<b>Physical Science</b>		
Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Push and Pull; The Scientific Method</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Push and Pull</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7 Pg. 141 Tool Workshop</li> </ul>
Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push)	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; The Scientific Method; Gravity</li> <li>• Books: Up and Down; Mr. Mario's Neighborhood</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Push and Pull</li> </ul>	
Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned	<ul style="list-style-type: none"> <li>• Books: One More Cat; Milton's Mittens</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 138 Crunchy and Soggy Snack</li> <li>• Unit 2, Pg. 176 Smell Survey</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Physical Science continued</i>		
<p>Uses knowledge and skills learned through observations and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed)</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Tools; Inventions All Around</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
<p>Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations</p>	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 1 Pg. 120 Listen to the Beat</li> </ul>
<p>Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster</p>	<ul style="list-style-type: none"> <li>• Book: The Big Hill</li> </ul>	
<i>Earth Science</i>		
<p>Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one)</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Precipitation; Five Senses</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> <li>• Sun</li> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<p>Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology</p>	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; The Scientific Method</li> <li>• Solid and Liquid</li> <li>• Water</li> <li>• States of Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>



MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Earth Science continued</i>		
Asks questions and investigates the ways that weather can affect things that can be done outside	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain)	<ul style="list-style-type: none"> <li>• Book: My Family Campout</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper)	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> </ul>
Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: Whatever the Weather; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Joanne Simpson</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
Develops a sense of dangerous/severe weather in Maine	<ul style="list-style-type: none"> <li>• Songs: Storms; Precipitation</li> <li>• Lightning Safety</li> <li>• Weather</li> </ul>	

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Life Science</b>		
<p>Uses senses to observe and describe properties of familiar plants and animals</p>	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Living and Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 184 Insect Parts</li> </ul>
<p>Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures</p>	<ul style="list-style-type: none"> <li>• Books: Watch the Woolly Worm; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Carl Linnaeus</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
<p>Develops plans, based on observations and guided inquiry, to care for plant and animals in the classroom and surrounding area</p>	<ul style="list-style-type: none"> <li>• Songs: Plants are Growing; Food From Plants</li> <li>• Book: A Seed Grows; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Sun</li> <li>• Water</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Life Science continued</i>		
Observes and describes animals in his/her immediate environment to learn what they need to live	<ul style="list-style-type: none"> <li>• Books: The Watermelon Seed; A Seed Grows</li> <li>• Animals Need Water</li> <li>• Sun</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Oceans</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> </ul>
Uses nature journals, tally sheets and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing)	<ul style="list-style-type: none"> <li>• Song: Tallying</li> <li>• Books: One More Cat; For the Birds; Birds At My House</li> <li>• Tally Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments	<ul style="list-style-type: none"> <li>• Songs: Animal Bodies; Plant or Animal</li> <li>• Books: Guess What I Am; Creepy Crawlers; Animal Bodies</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Mammals</li> <li>• Fish</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Spiders</li> <li>• Insects</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Oceans</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 205 Build a Spider</li> </ul>
Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
With teacher support, creates drawings or models for possible solutions	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Life Science continued</i>		
Compares tools or solutions and reflects on what works well	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places	<ul style="list-style-type: none"> <li>• Book: For the Birds</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?</li> </ul>
<b>SOCIAL STUDIES</b>		
<b>Civics and Government</b>		
Understands the reason for rules in the home and classroom and for laws in the community	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Understands and discusses why responsibilities are important	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> </ul>
Displays awareness that rules and laws change	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
Participates in developing classroom rules and decisions	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> </ul>
Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Economics</b>		
Explores and discusses differences between needs and wants		<ul style="list-style-type: none"> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Understands individuals may have to wait before buying a good or service they want	<ul style="list-style-type: none"> <li>Books: Bugs for Sale; Fudge for Sale</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>Geography</b>		
Develops an understanding of the use and representation of simple maps, globes, and other geographic tools	Sing Around the World Songs are introduced with a map showing the location of the country represented.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Describes some physical features of the community	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Recognizes that environmental changes can impact people, animals, and plants	<ul style="list-style-type: none"> <li>Songs: Seasons; Pollution Rap; Conservation</li> <li>Book: That's What I Like: A Book About Seasons</li> <li>Pollution and Recycling</li> <li>Plants</li> <li>Sun</li> <li>Summer</li> <li>Spring</li> <li>Winter</li> <li>Fall</li> <li>Weather</li> </ul>	
Displays awareness that geographic features influence how people live and work in their community and in other geographic regions	<ul style="list-style-type: none"> <li>Mountains</li> <li>Deserts</li> <li>Oceans</li> <li>Rainforests</li> <li>Water</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>History</b>		
Differentiates between past, present, and future	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Book: I Can't Wait</li> <li>• Yesterday/Tomorrow</li> <li>• Today</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 and Pg. 55 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Demonstrates a basic understanding of how things, people, and places change over time	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Plants</li> <li>• Sun</li> <li>• Summer</li> <li>• Spring</li> <li>• Winter</li> <li>• Fall</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Recalls events that happened in the past, such as a family or personal history	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Displays awareness of similarities and differences among individuals and families	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen)

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

### Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

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



## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](http://mentor.waterford.org) can be found in Spanish or with Spanish support.

## SONGS

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

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

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

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

#### Comprehension and Vocabulary

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

### Readiness Skills Letters

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

### Phonological Awareness Letters

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

## WATERFORD MENTOR

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



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