

CURRICULUM *Correlation*

*Waterford Early
Learning:*

*SmartStart
and Classroom
Advantage*

99.5%

*Michigan Early
Childhood
Standards of
Quality for
Prekindergarten
2013*

TABLE OF CONTENTS

APPROACHES TO LEARNING 1

Habits of Mind 1

1. *Early Learning Expectation: Creativity-Imagination-Visualization. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.* 1

2. *Early Learning Expectation: Initiative-Engagement-Persistence-Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.* 2

3. *Early Learning Expectation: Curiosity-Inquiry-Questioning-Tinkering-Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).* 3

4. *Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal.* 3

4. *Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal* **continued**. 4

5. *Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or figure something out.* 4

Social Dispositions 6

6. *Early Learning Expectation: Participation-Cooperation-Play-Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.* 6

7. *Early Learning Expectation: Respect for Self and Others—Mental and Behavioral Health. Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.* 7

8. *Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.* 9

CREATIVE DEVELOPMENT 11

Creative Arts 11

1. *Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.* 11

2. *Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.* 11

3. *Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.* 12

4. *Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.* 12

5. *Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.* 13

LANGUAGE AND EARLY LITERACY DEVELOPMENT 15

1. *Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.* 15

 A. *In comprehension strategies:* 15

 B. *In print and alphabetic knowledge:* 16

 C. *In concepts about reading:* 17

2. *Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.* 18

3. *Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.* 19

4. *Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.* 20

5. *Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.* 22

TABLE OF CONTENTS

- 6. Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings—as readers, writers, speakers, viewers, and listeners.22
- 7. Early Learning Expectation: Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways.23

DUAL LANGUAGE LEARNING24

- 1. Early Learning Expectation: Receptive English Language Skills. Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.24
- 2. Early Learning Expectation: Expressive English Language Skills. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.25
- 3. Early Learning Expectation: Engagement in English Literacy Activities. Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.26
- 4. Early Learning Expectation: Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.26
 - Alphabet*26
 - Words*27
- 5. Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.27
 - In English:*27
 - In the First Language:*.28

TECHNOLOGY LITERACY—EARLY LEARNING IN TECHNOLOGY29

- 1. Early Learning Expectation: Creativity and Innovation. Children use a variety of developmentally appropriate digital tools to learn and create.29

- 2. Early Learning Expectation: Communication and Collaboration. Children work together when using developmentally appropriate digital tools.29
- 3. Early Learning Expectation: Research and Information Literacy. With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.30
- 4. Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making. Children can explain some ways that technology can be used to solve problems.30
- 5. Early Learning Expectation: Digital Citizenship. Children begin to understand how technology can be used appropriately or inappropriately.30
- 6. Early Learning Expectation: Technology Operations and Concepts. Children begin to learn to use and talk about technology tools appropriately.31

SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT.32

- SOCIAL AND EMOTIONAL DEVELOPMENT AND HEALTH32
 - 1. *Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self.32*
 - 2. *Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions. . . .33*
 - 3. *Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults.34*
- PHYSICAL DEVELOPMENT35
 - 4. *Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.35*
 - 5. *Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.36*

TABLE OF CONTENTS

6. <i>Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</i>	37
7. <i>Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</i>	37
HEALTH, SAFETY AND NUTRITION.	38
8. <i>Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.</i>	38
9. <i>Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age—appropriate healthy choices in daily life.</i>	39
10. <i>Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.</i>	40
EARLY LEARNING IN MATHEMATICS	41
1. <i>Early Learning Expectation: Math Practices. Children begin to develop processes and strategies for solving mathematical problems.</i>	41
2. <i>Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).</i>	42
3. <i>Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.</i>	43
4. <i>Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.</i>	43
5. <i>Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.</i>	45
6. <i>Early Learning Expectation: Measuring. Children explore and discover simple ways to measure.</i>	47
7. <i>Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.</i>	48
EARLY LEARNING IN SCIENCE	49
1. <i>Early Learning Expectation: Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play.</i>	49
2. <i>Early Learning Expectation: Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non—living things.</i>	50
3. <i>Early Learning Expectation: Knowledge about the Earth. Children show a beginning awareness of scientific knowledge related to the earth.</i>	52
EARLY LEARNING IN THE SOCIAL STUDIES	53
1. <i>Early Learning Expectation: Relationship in Place. Children begin to understand and interpret their relationship and place within their own environment.</i>	53
2. <i>Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people’s thinking and behavior.</i>	55
3. <i>Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.</i>	56
4. <i>Early Learning Expectation: Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.</i>	57
5. <i>Early Learning Expectation: Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives.</i>	58
6. <i>Early Learning Expectation: People and Their Environment. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</i>	59
WATERFORD BOOKS AND RELATED ACTIVITIES	60
WATERFORD FAMILY ENGAGEMENT RESOURCES	63

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APPROACHES TO LEARNING		
HABITS OF MIND		
1. Early Learning Expectation: Creativity-Imagination-Visualization. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.		
1. Can be playful with peers and adults.	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? • Clubhouse 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 88 Let’s Play • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 7, Pg. 178 Fox In a Box
2. Make connections with situations or events, people or stories.	<ul style="list-style-type: none"> • Marmot Basket • Party Time • Soup’s On! • Connect to Me • Step Into the Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 7, Pg. 216 Digital Program
3. Create new images or express ideas.	Waterford encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Visual Arts Activities • Unit 1, Pg. 6 Learning • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
4. Propose or explore possibilities to suggest what an object or idea might be ‘otherwise.’	<ul style="list-style-type: none"> • Soup’s On • Pretend Play • Perfect Present 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
5. Expand current knowledge onto a new solution, new thinking or new concept.	<ul style="list-style-type: none"> • Build Knowledge • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 2, Pg. 225 Where We Are • Unit 3, Pg. 350 Friday Story: The Perfect Square
6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>1. Early Learning Expectation: Creativity-Imagination-Visualization. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept <i>continued</i>.</p>		
<p>7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</p>	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 203 Spring Gallop!
<p>2. Early Learning Expectation: Initiative-Engagement-Persistence-Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.</p>		
<p>1. Initiate ‘shared thinking’ with peers and adults.</p>	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities
<p>2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.</p>	<p>Waterford Early Learning helps children build persistence by allowing them to click “Repeat” to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
<p>3. Demonstrate increasing ability to set goals and to develop and follow through on plans.</p>	<p>Children interacting with Waterford Early Learning are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 5, Pg. 170 Dramatic Play: Entomology Lab
<p>4. Show growing capacity to maintain concentration in spite of distractions and interruptions</p>	<p>Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task.</p>	<ul style="list-style-type: none"> • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
<p>5. Explore, experiment and ask questions freely.</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 38 Eric Carle Paintings • Unit 1, Pg. 86 Excellent Eyes • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it’s Hot or Cold? • Unit 7, Pg. 150 What Doesn’t Belong?

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. Early Learning Expectation: Curiosity-Inquiry-Questioning-Tinkering-Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).		
1. Express a ‘sense of wonder.’	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation Observe a Simple System 	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 24 What Do Scientists Do?
2. Choose to take opportunities to explore, investigate or question in any domain.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 1, Pg. 24 What Do Scientists Do? Unit 1, Pg. 105 Pouring Sounds Unit 1, Pg. 134 Texture Sort
3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> Simple Shapes Geoboard 	<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Introduction, Pg. 9 Block Center Unit 3, Pg. 351 Making Shapes Unit 4, Pg. 28 Classroom Block Play
4. Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal.		
1. Manage reasonable frustration.	Waterford’s Social Emotional series “I Can Calm Down” encourages children to “Stop, Think, and Choose.” Video characters talk through their thought process as they model strategies to show children how to manage frustration.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 132 Erasing Mistakes Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
2. Meet new and varied tasks with energy, creativity and interest.	<ul style="list-style-type: none"> Soup’s On! Perfect Present Party Time The Picnic Dinner Time 	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 3, Pg. 350 Friday Story: The Perfect Square Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
3. Explore and ask questions.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation Observe a Simple System 	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 24 What Do Scientists Do? Unit 1, Pg. 44 Getting Acquainted Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 4, Pg. 69 Dramatic Play: Aquarium Unit 6, Pg. 20 May I Help Game

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4. Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal <i>continued</i>.		
4. Begin to organize projects or play; make and carryout plans.	<ul style="list-style-type: none"> • Pretend Play • The Picnic • Perfect Present 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 1, Pg. 110 Plan, Do, Review
5. Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Real and Make-believe 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Introduction, Pg. 13 Reading Center • Story Time Activities
6. Begin to set aside fear of failure when self-initiating new tasks.	<ul style="list-style-type: none"> • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 132 Erasing Mistakes
5. Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or figure something out.		
1. Begin to hypothesize or make inferences.	<ul style="list-style-type: none"> • Build Knowledge • Step Into the Story 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it’s Hot or Cold?
2. Show an increasing ability to ask questions appropriate to the circumstance.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 44 Getting Acquainted • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 20 May I Help Game
3. Show an increasing ability to predict outcomes by checking out and evaluating their predictions.	<ul style="list-style-type: none"> • Predicting • Peek at the Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 148 Ten Little Goldfish • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 365 Seed Investigation

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>5. Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or figure something out <i>continued</i>.</p>		
<p>4. Attempt a variety of ways of solving problems</p>	<p>Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 4, Pg. 13 We’re All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem
<p>5. Demonstrate enjoyment in solving problems.</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Perfect Present • Baby’s Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem
<p>6. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.</p>	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 175 Ant Farm Extension
<p>7. Share through words or actions the acquisition of increasingly complex concepts.</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 1, Pg. 20 Reflection and Dismissal • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 7, Pg. 216 Digital Program
<p>8. Show an increasing ability to observe detail and attributes of objects, activities, and processes.</p>	<ul style="list-style-type: none"> • Look at Details • Make Comparisons • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow?

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL DISPOSITIONS		
6. Early Learning Expectation: Participation-Cooperation-Play-Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.		
1. Learn from and through relationships and interactions.	<ul style="list-style-type: none"> • Soup’s On • Marmot Basket • Perfect Present • Where’s Papa? • Find Me! 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 3, Pg. 328 We All Have Jobs • Unit 3, Pg. 367 Animal Beat • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
2. Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.	<ul style="list-style-type: none"> • Pretend Play • Where’s Papa? • Find Me! 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
3. Begin to develop and practice the use of problem-solving and conflict resolution skills.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
4. Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
5. Show an increasing capacity to consider or take into account another’s perspective.	<ul style="list-style-type: none"> • Broken Lamp • Noisy Children 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 2, Pg. 214 Garbage Elves • Unit 6, Pg. 20 May I Help Game
6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals
7. Contribute individual strengths, imagination or interests to a group.	<ul style="list-style-type: none"> • Perfect Present • Musical Mayhem • Party Time 	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Dramatic Play Activities • Center Activities

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>6. Early Learning Expectation: Participation-Cooperation-Play-Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate <i>continued</i>.</p>		
<p>8. Successfully develop and keep friendships.</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
<p>9. Participate successfully as group members.</p>	<ul style="list-style-type: none"> • Marmot Basket • Party Time • Soup's On! • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 89 Storytelling Festival • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
<p>10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.</p>	<ul style="list-style-type: none"> • My Family • Come Inside 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 240 I'm Responsible • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
<p>7. Early Learning Expectation: Respect for Self and Others—Mental and Behavioral Health. Children exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.</p>		
<p>1. Show increasing respect for the rights of others.</p>	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other's rights and property as well as their own.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 2, Pg. 169 Personal Space Circle
<p>2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.</p>	<ul style="list-style-type: none"> • Clubhouse • Musical Mayhem • Marmot Basket 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>7. Early Learning Expectation: Respect for Self and Others—Mental and Behavioral Health. Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy <i>continued.</i></p>		
<p>3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.</p>	<ul style="list-style-type: none"> • Lost and Found • Do I Have To? • It’s Not Fair! • Lost Dinosaur • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
<p>4. Use positive communication and behaviors (do not mock, belittle, or exclude others).</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 74 It’s Okay to Say No • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
<p>5. Resolve (or attempt to resolve) conflicts respectfully.</p>	<p>Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 134 Dramatic Play: Dinosaur Dig • Unit 5, Pg. 170 Dramatic Play: Entomology Lab • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
<p>6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.</p>	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present • Squirrel’s Blocks • Party Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 149 I Am, I Can
<p>7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby’s Blocks • Papa’s Thumb 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
<p>8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate).</p>	<p>Waterford’s Social Emotional videos model problem-solving strategies that include methods as well as seeking adult help.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>7. Early Learning Expectation: Respect for Self and Others—Mental and Behavioral Health. Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy <i>continued.</i></p>		
<p>9. Demonstrate positive feelings about their own gender, family, race, culture and language.</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Dramatic Play Grandma’s House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 374 Journal Prompt: My Family
<p>10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</p>	<ul style="list-style-type: none"> • Soup’s On! • Perfect Present • Squirrel’s Sketches • Party Time • Dinner Time • The Picnic • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
<p>11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.</p>	<ul style="list-style-type: none"> • Perfect Present • Squirrel’s Blocks • The Picnic • Baby’s Blocks • Mama’s Melody • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 110 Plan, Do, Review • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 74 It’s Okay to Say No • Unit 6, Pg. 58 Journal Prompt: My Great Idea
<p>8. Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.</p>		
<p>1. Contribute to the community (classroom, school, neighborhood) as age appropriate.</p>	<ul style="list-style-type: none"> • Clubhouse • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper
<p>2. Grow in understanding of the need for rules and boundaries in their learning and social environments.</p>	<ul style="list-style-type: none"> • Broken Lamp • Do I Have To? • Dinner Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip
<p>3. Show an increasing ability to follow simple, clear and consistent directions and rules.</p>	<ul style="list-style-type: none"> • Soup’s On! • Do I Have To? • Find Me! 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 33 Cleanup • Unit 1, Pg. 33 Reflection and Dismissal • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 339 Emergency!

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
8. Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others <i>continued.</i>		
4. Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.	<ul style="list-style-type: none"> • Noisy Children • Broken Lamp • Squirrel’s Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes • Unit 4, Pg. 13 We’re All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved
5. Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.	<ul style="list-style-type: none"> • Song: Pollution Rap • Boo Hoo Baby • Broken Lamp • Baby’s Ball • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 198 Program Decorations
6. Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation; I Am Part of All I See • Pollution and Recycling • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 373 Farm to Table
7. Use materials purposefully, safely and respectfully more of the time.	Waterford’s Social Emotional videos model positive, pro-social behaviors as children learn to care for others’ property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 31 Cleanup and Center Review
8. Respect the property of others and that of the community.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other’s rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 2, Pg. 214 Garbage Elves

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE DEVELOPMENT		
CREATIVE ARTS		
1. Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.		
1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center
2. Begin to plan and carry out projects and activities with increasing persistence.	<ul style="list-style-type: none"> • Perfect Present 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities
3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities
4. Create representations that contain increasing detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities
2. Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.		
1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
2. Begin to understand that music comes in a variety of musical styles.	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> • Music Activities • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song
3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).		<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 117 Jar Symphony • Unit 1, Pg. 120 Listen to the Beat • Unit 3, Pg. 283 High and Low • Unit 3, Pg. 367 Animal Beat • Unit 5, Pg. 140 Grumble, Talk, or Screech Game • Unit 6, Pg. 22 Find the Beat • Unit 6, Pg. 59 Rhythm Stick Sounds

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences <i>continued</i> .		
4. Become more familiar with and experiment with a variety of musical instruments.		<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Instruments • Unit 6, Pg. 85 Storytelling With Instruments • Unit 6, Pg. 86 Drum Craft • Unit 7, Pg. 235 Rain Sticks
3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.		
1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities
2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 3, Pg. 283 High and Low • Unit 5, Pg. 183 Flight of the Bumblebee
3. Begin to identify and create movement in place and through space.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 2, Pg. 269 Personal Space Circle • Unit 5, Pg. 233 Slide Like a Snail • Unit 7, Pg. 187 Pathways In Space
4. Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.		
1. Grow in the ability to pretend and to use objects as symbols for other things.	<ul style="list-style-type: none"> • Pretend Play • Real and Make-believe • Soup's On! 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).	<ul style="list-style-type: none"> • Papa's Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
4. Contribute ideas and offer suggestions to build the dramatic play theme.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4. Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play <i>continued</i> .		
5. Begin to differentiate between fantasy and reality.	<ul style="list-style-type: none"> • Real and Make-believe 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.		
1. Develop healthy self-concepts through creative arts experiences.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody 	<ul style="list-style-type: none"> • Creative Expression Activities
2. Show eagerness and pleasure when approaching learning through the creative arts.		<ul style="list-style-type: none"> • Creative Expression Activities
3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Party Time 	<ul style="list-style-type: none"> • Creative Expression Activities • Unit 6, Pg. 89 Storytelling Festival • Unit 7, Pg. 154 Gallery Talk
4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Creative Expression Activities
5. Are comfortable sharing their ideas and work with others.	<ul style="list-style-type: none"> • Mama’s Melody • Squirrel’s Sketches • Party Time 	<ul style="list-style-type: none"> • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement
6. Use the creative arts to express their view of the world.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Creative Expression Activities
7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Read with Me Books • Sing a Rhyme Songs/Books • (See tiles at end of document.) 	<ul style="list-style-type: none"> • Unit 6, Pg. 90 Thank You Notes for the Storytellers

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives <i>continued</i> .		
8. Begin to appreciate their artistic heritage and that of other cultures.	<ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico) 	<ul style="list-style-type: none"> • Unit 6, Pg. 89 Storytelling Festival
9. Can talk about their creations with peers and adults.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Party Time 	<ul style="list-style-type: none"> • Unit 2, Pg. 247 Clay Portraits • Unit 7, Pg. 139 Painting My Feelings
10. Begin to develop creative arts vocabulary.	<ul style="list-style-type: none"> • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Creative Expression Activities

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE AND EARLY LITERACY DEVELOPMENT		
1. EARLY LEARNING EXPECTATION: EMERGENT READING. CHILDREN BEGIN TO UNDERSTAND WRITTEN LANGUAGE READ TO THEM FROM A VARIETY OF MEANINGFUL MATERIALS, USE READING-LIKE BEHAVIORS, AND MAKE PROGRESS TOWARDS BECOMING CONVENTIONAL READERS.		
A. In comprehension strategies:		
1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities
2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.	Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition with an illustration in a pop-up.	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 136 Find Someone Who Has... • Unit 5, Pg. 141 Sentence Board Game • Unit 7, Pg., 150 What Doesn't Belong?
3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 148 Ten Little Goldfish • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time ... "); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. In comprehension strategies <i>continued</i>:		
<p>5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).</p>	<p>Waterford provides a Play and Practice opportunity for children to select the books they enjoy along with songs and games to review reading concepts.</p> <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
B. In print and alphabetic knowledge:		
<p>1. Show progress in identifying and associating letters with their names and sounds.</p>	<ul style="list-style-type: none"> • Letter Pictures • Alphabet Introduction (Distinguish Letters) • ABC Songs • Name That Letter • Hidden Pictures • Fast Letter Fun • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound • Name Game (What’s Your Name?) 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet • Unit 4, Pg. 46 Lowercase Letters
<p>2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.</p>	<ul style="list-style-type: none"> • Name Game (What’s Your Name?) 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 1, Pg. 74 Name Magnets • Unit 1, Pg. 82 Letters Make Words
<p>3. Participate in play activities with sounds (e.g., rhyming games, finger plays).</p>	<ul style="list-style-type: none"> • Rhyming Words • Sing a Rhyme Songs/Books <p>(See titles at end of document.)</p> <ul style="list-style-type: none"> • Rhyme • Rhyme Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble • Unit 4, Pg. 34 Listening Activity: Rhyme Review

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. In concepts about reading:		
1. Understand that ideas can be written and then read by others.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words
2. Understand print and book handling concepts including directionality, title, etc.	<p>Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print. Prior to reading each online story, the front cover of the book is displayed on the screen and the title, author, and illustrator names are highlighted and read aloud.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 36 Schedule • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 331 Thank You Notes • Unit 5, Pg. 184 Insect Parts
5. Develop an understanding of the roles of authors and illustrators.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 37 Print Knowledge: Books

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. EARLY LEARNING EXPECTATION: WRITING SKILLS. CHILDREN BEGIN TO DEVELOP WRITING SKILLS TO COMMUNICATE AND EXPRESS THEMSELVES EFFECTIVELY FOR A VARIETY OF PURPOSES.		
1. Begin to understand that their ideas can be written and then read by themselves or others.	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures • Print Concepts • Look, Listen, and Match • Picture Story 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Distinguish Letters • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 242 Dramatic Play: Pet Store
4. Represent their own or imaginary experiences through writing (with/without illustrations).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
5. Begin to write familiar words such as their own name.	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
6. Attempt to read or pretend to read what they have written to friends, family members, and others.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
8. Develop greater control over the physical skills needed to write letters and numbers.	Waterford encourages everyone to have writing and art materials available for children's creations. Children also must practice writing letters and numbers.	<ul style="list-style-type: none"> • Introduction, pg. 17 Writing Center • Read and Write Number Activities • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. EARLY LEARNING EXPECTATION: SPOKEN LANGUAGE: EXPRESSIVE. CHILDREN DEVELOP ABILITIES TO EXPRESS THEMSELVES CLEARLY AND COMMUNICATE IDEAS TO OTHERS.		
1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Do I Have To? • Lost Dinosaur • The Picnic 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 134 Texture Sort • Unit 1, Pg. 136 Find Someone Who Has... • Unit 1, Pg. 149 I Am, I Can • Unit 1, Pg. 152 Slime!
2. Show increasing comfort and confidence when speaking.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Lost Dinosaur • The Picnic 	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 164 The Hungry Thing Rhyme Play
3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).	<ul style="list-style-type: none"> • Rhyming Words • Sing a Rhyme Songs/Books • (See titles at end of document..) • Rhyme • Rhyme Match 	<ul style="list-style-type: none"> • Listening Activities • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am III: Rhyme Discrimination • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 3, Pg. 334 Compound Word Introduction: Blending Fire Words
4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.	<p>Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition with an illustration in a pop-up.</p> <ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 2, Pg. 247 Clay Portraits • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 4, Pg. 100 Dramatic Play: Pond • Unit 4, Pg. 122 Journal Prompt: My Adventure • Unit 5, Pg. 141 Language: Sentence Board Game
5. Speak in increasingly more complex combinations of words and in sentences.	<p>Social Emotional videos model conversations and discussions between various characters as they develop ideas and communicate in complete sentences.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. EARLY LEARNING EXPECTATION: SPOKEN LANGUAGE: EXPRESSIVE. CHILDREN DEVELOP ABILITIES TO EXPRESS THEMSELVES CLEARLY AND COMMUNICATE IDEAS TO OTHERS <i>continued.</i>		
6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).	Social Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 6 Listening Rug Rules • Unit 6, Pg. 75 Grown-up Manners
7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).	<ul style="list-style-type: none"> • Perfect Present • Clubhouse • Marmot Basket • My Family • Come Inside 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program • Unit 7, Pg. 216 Digital Program
8. Use nonverbal expressions and gestures to match and reinforce spoken expression.		<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling
9. Show progress in speaking both their home language and English (if non-English-speaking children).	Waterford Early Learning provides Native Language Support for Spanish. With this feature enabled and the student clicks Repeat, they hear the instructions again in Spanish followed in English.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Introduction, Pg. 21 Supporting Dual Language Learners • Capital Letter Introductions • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 164 The Hungry Thing Rhyme Play
10. If appropriate, show progress in learning alternative communication strategies such as sign language.	ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling
4. EARLY LEARNING EXPECTATION: SPOKEN LANGUAGE: RECEPTIVE. CHILDREN GROW IN THEIR CAPACITY TO USE EFFECTIVE LISTENING SKILLS AND UNDERSTAND WHAT IS SAID TO THEM.		
1. Gain information from listening (e.g., to conversations, stories, songs, poems).	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.	<ul style="list-style-type: none"> • Unit 1, Pg. 9 Classroom Bear • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 60 Turn and Talk Matching • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 7, Pg. 150 What Doesn't Belong? • Unit 7, Pg. 238 Surfing the Waves

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4. EARLY LEARNING EXPECTATION: SPOKEN LANGUAGE: RECEPTIVE. CHILDREN GROW IN THEIR CAPACITY TO USE EFFECTIVE LISTENING SKILLS AND UNDERSTAND WHAT IS SAID TO THEM <i>continued.</i>		
2. Show progress in listening to and following spoken directions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately. If needed, the software will provide support and visual cues.	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 11 Hand Washing and Snack
3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.	Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 6, Pg. 89 Storytelling Festival
4. Respond with understanding to speech directed at them.	Children continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly.	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Handwashing and Snack • Unit 1, Pg. 17 Listening Song • Unit 6, Pg. 59 Rhythm Stick Sounds
5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).		<ul style="list-style-type: none"> • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 6, Pg. 89 Storytelling Festival
6. Understand and respond appropriately to non-verbal expressions and gestures.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • It’s Not Fair! • Lost and Found 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling
7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).	ELL children often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.	<ul style="list-style-type: none"> • Introduction, Pg. 21 Supporting Dual Language Learners • Story Time Activities • Listening Activities • Unit 1, Pg. 17 Listening Song • Unit 1, Pg. 32 Train My Brain: Determination

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
5. EARLY LEARNING EXPECTATION: VIEWING IMAGES AND OTHER MEDIA MATERIALS. CHILDREN BEGIN TO DEVELOP STRATEGIES THAT ASSIST THEM IN VIEWING A VARIETY OF IMAGES AND MULTIMEDIA MATERIALS EFFECTIVELY AND CRITICALLY.		
1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Videos: Big Little Animals; Farm Animals; Words in Your World; Large Small Toys; Sheep; Animal Sounds 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds
2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).	<ul style="list-style-type: none"> • Predicting • Videos: Big Little Animals; Farm Animals; Words in Your World; Large Small Toys; Sheep; Animal Sounds • Science Investigation 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds
3. Begin to compare information across sources and discriminate between fantasy and reality.	<ul style="list-style-type: none"> • Real and Make-believe 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Story Time Activities • Dramatic Play Activities
6. EARLY LEARNING EXPECTATION: POSITIVE ATTITUDES ABOUT LITERACY. CHILDREN DEVELOP POSITIVE ATTITUDES ABOUT THEMSELVES AS LITERATE BEINGS—AS READERS, WRITERS, SPEAKERS, VIEWERS, AND LISTENERS.		
1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center; Pg. 13 Reading Center; Pg. 17 Writing Center • Dramatic Play Activities
2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
6. EARLY LEARNING EXPECTATION: POSITIVE ATTITUDES ABOUT LITERACY. CHILDREN DEVELOP POSITIVE ATTITUDES ABOUT THEMSELVES AS LITERATE BEINGS—AS READERS, WRITERS, SPEAKERS, VIEWERS, AND LISTENERS <i>continued</i>.		
3. Make connections with situations or events, people or stories.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 7, Pg. 216 Digital Program
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	<ul style="list-style-type: none"> • Perfect Present • Soup’s On! • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Center Activities • Unit 3, Pg. 350 Friday Story: The Perfect Square
5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 203 Spring Gallop!
7. EARLY LEARNING EXPECTATION: DIVERSITY OF COMMUNICATION. CHILDREN BEGIN TO UNDERSTAND THAT COMMUNICATION IS DIVERSE AND THAT PEOPLE COMMUNICATE IN A VARIETY OF WAYS.		
1. Understand that some people communicate in different languages and other forms of English.	<ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico) • Book: Noise, What Noise? 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom; Pg. 21 Supporting Dual Language Learners • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
7. EARLY LEARNING EXPECTATION: DIVERSITY OF COMMUNICATION. CHILDREN BEGIN TO UNDERSTAND THAT COMMUNICATION IS DIVERSE AND THAT PEOPLE COMMUNICATE IN A VARIETY OF WAYS <i>continued</i>.		
2. Become aware of the value of the language used in their homes.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. One example is Native Language Support in Spanish. With this feature enabled and the student clicks Repeat, they hear the instructions again in Spanish followed immediately in English.	
3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	<ul style="list-style-type: none"> Books: Seeing Fingers; Noise, What Noise? 	
4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	ELL children often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.	<ul style="list-style-type: none"> Introduction, Pg. 21 Supporting Dual Language Learners Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me
DUAL LANGUAGE LEARNING		
1. EARLY LEARNING EXPECTATION: RECEPTIVE ENGLISH LANGUAGE SKILLS. CHILDREN DEMONSTRATE AN INCREASING ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE AT AN APPROPRIATE DEVELOPMENTAL LEVEL.		
1. Observe peers and adults with increasing attention to understand language and intent.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	<ul style="list-style-type: none"> Introduction, Pg. 6 The Listening Rug; Pg. 21 Supporting Dual Language Learners Center Activities
2. Respond with non-verbal actions and basic English words or phrases to communicate.	ELL children often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 2, Pg. 251 Body Moves
3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.	Many Waterford Early Learning online books begin with the phrase, “Let’s read a book!” and end with “Thanks for reading this book. Good Bye.” Student sessions end with the phrase, “Your turn is finished. You’ve done a good job.”	<ul style="list-style-type: none"> Introduction, Pg. 21 Supporting Dual Language Learners Vocabulary
4. Increase understanding of multiple meanings of words.	<ul style="list-style-type: none"> Vocabulary Instruction 	<ul style="list-style-type: none"> Story Time Activities Vocabulary
5. Exhibit a growing vocabulary of basic and high-frequency words.	<ul style="list-style-type: none"> Power Words Vocabulary Instruction 	<ul style="list-style-type: none"> Vocabulary Unit 2, Pg. 178 Power I

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1. EARLY LEARNING EXPECTATION: RECEPTIVE ENGLISH LANGUAGE SKILLS. CHILDREN DEMONSTRATE AN INCREASING ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE AT AN APPROPRIATE DEVELOPMENTAL LEVEL <i>continued</i>.		
6. Demonstrate a beginning of phonological awareness and phonics.	<ul style="list-style-type: none"> • Get Started with Sounds • Letter Sounds • Sound Sense • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound 	<ul style="list-style-type: none"> • Listening Activities • Unit 1, Pg. 17 Llama Llama Sounds • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination
2. EARLY LEARNING EXPECTATION: EXPRESSIVE ENGLISH LANGUAGE SKILLS. CHILDREN DEMONSTRATE AN INCREASING ABILITY TO SPEAK OR USE ENGLISH AT AN APPROPRIATE DEVELOPMENTAL LEVEL.		
1. Express basic needs using common words or phrases in English.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • Lost Dinosaur • The Picnic 	<ul style="list-style-type: none"> • Introduction, Pg. 21 Supporting Dual Language Learners • Vocabulary
2. Participate with peers and adults in simple exchanges in English.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Introduction, Pg. 21 Supporting Dual Language Learners
3. As age appropriate, attempt to use longer sentences or phrases in English.	Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Introduction, Pg. 21 Supporting Dual Language Learners • Center Activities • Dramatic Play Activities • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song
4. Continue to use and build home language as needed to build understanding of words and concepts in second language.	Waterford Early Learning provides Native Language Support for Spanish. With this feature enabled and the student clicks Repeat, they hear the instructions again in Spanish followed in English.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Introduction, Pg. 21 Supporting Dual Language Learners • Center Activities • Dramatic Play Activities

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. EARLY LEARNING EXPECTATION: ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES. CHILDREN DEMONSTRATE INCREASED UNDERSTANDING AND RESPONSE TO BOOKS, STORYTELLING, AND SONGS PRESENTED IN ENGLISH AND INCREASED PARTICIPATION IN ENGLISH LITERACY ACTIVITIES.		
1. Demonstrate increasing attention to stories and book reading.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
2. Name or recall characters in stories.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
3. Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.	<ul style="list-style-type: none"> • Picture Story • Missing Pictures • What Comes Next? • Find an Answer 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
4. Begin to talk about books, stories, make predictions or take a guess about the book.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Predicting 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
4. EARLY LEARNING EXPECTATION: ENGAGEMENT IN WRITING. CHILDREN DEMONSTRATE AN INCREASING ABILITY TO WRITE WORDS OR ENGAGE IN EARLY STAGES OF WRITING IN ENGLISH.		
Alphabet		
1. Engage in early drawing or emergent writing attempts.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
2. Copy letters of the English alphabet as age appropriate.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Alphabet Introduction (Distinguish Letters) • Letter Sound Instruction • Letter Pictures • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Words		
3. Write or copying important words (name, friends, and family).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Alphabet Introduction (Distinguish Letters) • Letter Sound Instruction • Letter Pictures • Letter Trace (Letter Picture Writing) • Name Game (What’s Your Name?) 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
4. Write name using a capital letter at the beginning.	<ul style="list-style-type: none"> • Name Game (What’s Your Name?) • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
5. Copy words or labels from integrated learning (math, science, arts) experiences.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Alphabet Introduction (Distinguish Letters) • Letter Sound Instruction • Letter Pictures • Letter Trace (Letter Picture Writing) • Name Game (What’s Your Name?) 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
6. Use drawing and emergent writing together.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
5. EARLY LEARNING EXPECTATION: SOCIAL INTERACTION. CHILDREN INTERACT WITH PEERS IN PLAY, CLASSROOM AND SOCIAL SITUATIONS USING ENGLISH WITH INCREASING ABILITY AND COMFORT; USE FIRST LANGUAGE WHEN APPROPRIATE AND SHARE HOME CULTURE.		
1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.	<ul style="list-style-type: none"> • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 3, Pg. 367 Animal Beat • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper
In English:		
2. Engage with the teacher and others in a positive manner.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 2, Pg. 188 Full Buckets • Unit 3, Pg. 367 Animal Beat • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>In English continued:</i>		
3. Communicate emotions appropriately and beginning to label feelings.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Lost Dinosaur • Squirrel's Blocks • Where's Papa? 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 5, Pg. 238 Friends Use Kind Words
4. Show both verbal and non-verbal attempts to participate with peers.	<ul style="list-style-type: none"> • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 3, Pg. 367 Animal Beat • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 238 Friends Use Kind Words
<i>In the First Language:</i>		
5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom; Pg. 21 Supporting Dual Language Learners
6. Demonstrate pride and recognition of first language.	<ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird's Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico) 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom; Pg. 21 Supporting Dual Language Learners

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>In the First Language continued:</i>		
7. Build skills in first language.	Waterford Early Learning provides Native Language Support for Spanish. With this feature enabled and the student clicks Repeat, they hear the instructions again in Spanish followed in English.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom; Pg. 21 Supporting Dual Language Learners
TECHNOLOGY LITERACY—EARLY LEARNING IN TECHNOLOGY		
1. EARLY LEARNING EXPECTATION: CREATIVITY AND INNOVATION. CHILDREN USE A VARIETY OF DEVELOPMENTALLY APPROPRIATE DIGITAL TOOLS TO LEARN AND CREATE.		
1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.	<ul style="list-style-type: none"> • Children select the Waterford icon to begin their session. • Observe a Simple System 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation
2. Understand that technology tools can be used throughout the day.	Children select the Waterford icon to begin their session. While interacting with Waterford Early Learning courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation
3. Understand that different technology tools have different uses, including communicating feelings and ideas.	Waterford provides access to a word processor feature through Classroom Advantage. This teacher led, digital tool encourages collaboration in large or small group instruction.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 4, Pg. 54 Help the Birds • Unit 7, Pg. 244 Weather Report
2. EARLY LEARNING EXPECTATION: COMMUNICATION AND COLLABORATION. CHILDREN WORK TOGETHER WHEN USING DEVELOPMENTALLY APPROPRIATE DIGITAL TOOLS.		
1. Respond to other children’s technology products vocally or within the technology tool.	Waterford provides access to a word processor feature through Classroom Advantage. This teacher led, digital tool encourages collaboration in large or small group instruction.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 7, Pg. 216 Digital Program
2. Work with one or more other children to plan and create a product with a technology tool.	Waterford provides access to a word processor feature through Classroom Advantage. This teacher led, digital tool encourages collaboration in large or small group instruction.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 7, Pg. 216 Digital Program

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. EARLY LEARNING EXPECTATION: RESEARCH AND INFORMATION LITERACY. WITH ADULT SUPPORT AND SUPERVISION, CHILDREN INTERACT WITH DEVELOPMENTALLY APPROPRIATE INTERNET BASED RESOURCES. WITH ADULT SUPPORT, CHILDREN USE DEVELOPMENTALLY APPROPRIATE DIGITAL RESOURCES TO LOCATE AND USE INFORMATION RELATING TO A TOPIC UNDER STUDY.		
1. Begin to be able to navigate developmentally appropriate websites.	Children select the Waterford icon to begin their session.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation
2. Understand that the internet can be used to locate information as well as for entertainment.	<ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds • Unit 7, Pg. 244 Weather Report
3. Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).	<ul style="list-style-type: none"> • Print Directionality Introduction • Observe a Simple System • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds • Unit 7, Pg. 244 Weather Report
4. EARLY LEARNING EXPECTATION: CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING. CHILDREN CAN EXPLAIN SOME WAYS THAT TECHNOLOGY CAN BE USED TO SOLVE PROBLEMS.		
1. Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.	<ul style="list-style-type: none"> • Print Directionality Introduction • Observe a Simple System • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 132 Erasing Mistakes
2. When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> • Print Directionality Introduction 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 38 Illustration Investigation • Unit 4, Pg. 54 Help the Birds
5. EARLY LEARNING EXPECTATION: DIGITAL CITIZENSHIP. CHILDREN BEGIN TO UNDERSTAND HOW TECHNOLOGY CAN BE USED APPROPRIATELY OR INAPPROPRIATELY.		
1. Begin to state and follow rules for safe use of the computer and other technology tools.	Waterford Early Learning encourages the safe and appropriate use of all forms of technology.	<ul style="list-style-type: none"> • Unit 6, Pg. 117 Digital Safety
2. Begin to understand how technology can be used inappropriately (e.g., using another’s cell phone without permission, using the Internet without supervision).	Waterford Early Learning encourages the safe and appropriate use of all forms of technology.	<ul style="list-style-type: none"> • Unit 6, Pg. 117 Digital Safety

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
5. EARLY LEARNING EXPECTATION: DIGITAL CITIZENSHIP. CHILDREN BEGIN TO UNDERSTAND HOW TECHNOLOGY CAN BE USED APPROPRIATELY OR INAPPROPRIATELY <i>continued.</i>		
3. Identify the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling).	Waterford promotes digital safety and lessons align to the Initiative’s three rules to keep children safe.	<ul style="list-style-type: none"> • Unit 6, Pg. 117 Digital Safety
4. Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).	Waterford Early Learning encourages the safe and appropriate use of all forms of technology.	<ul style="list-style-type: none"> • Unit 6, Pg. 117 Digital Safety
5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.	Waterford Early Learning encourages the safe and appropriate use of all forms of technology.	<ul style="list-style-type: none"> • Unit 6, Pg. 117 Digital Safety
6. EARLY LEARNING EXPECTATION: TECHNOLOGY OPERATIONS AND CONCEPTS. CHILDREN BEGIN TO LEARN TO USE AND TALK ABOUT TECHNOLOGY TOOLS APPROPRIATELY.		
1. Can follow simple directions to use common technology tools.	Children select the Waterford icon to begin their session. While interacting with Waterford Early Learning courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation
2. Recognize and name the major parts of a computer and other devices.	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation
3. Understand the need for and demonstrate basic care for technology equipment.	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use and care for them properly.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation
4. Use adaptive devices to operate a software program as necessary.	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT		
SOCIAL AND EMOTIONAL DEVELOPMENT AND HEALTH		
1. Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self.		
1. Show an emerging sense of self-awareness.	<ul style="list-style-type: none"> • Come Inside • My Family • My Name Is Squirrel • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation
2. Continue to develop personal preferences.	<ul style="list-style-type: none"> • Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush • Squirrel’s Sketches • Soup’s On! • Party Time • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 176 Smell Survey • Unit 5, Pg. 188 Insect Walking Sounds
3. Demonstrate growing confidence in expressing their feelings, needs and opinions.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair • Soup’s On! • Lost and Found • Lost Dinosaur • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 74 It’s Okay to Say No • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 58 Journal Prompt: My Great Idea
4. Become increasingly more independent.	<ul style="list-style-type: none"> • Lost Dinosaur • Squirrel’s Blocks • Dinner Time • The Picnic • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 110 Plan, Do, Review • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
5. Recognize and have positive feelings about their own gender, family, race, culture and language.	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> • Books: Mine; Jose Three • Soup’s On! • Party Time • Perfect Present • My Family 	<ul style="list-style-type: none"> • Introduction, Pg. 18 Family Engagement; Pg. 20 An Inclusive Classroom • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1. Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self <i>continued</i>.		
6. Identify a variety of feelings and moods (in themselves and others).	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair • Lost and Found • Lost Dinosaur • Squirrel's Blocks • The Picnic • Lost Keys • Boo Hoo Baby • Noisy Children 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 13 We're All Happy • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
2. Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.		
1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	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"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 52 What Would Pete the Cat Do? • Unit 4, Pg. 74 It's Okay to Say No • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
2. Grow in their ability to follow simple, clear, and consistent directions and rules.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities. Students continually follow directions in order to complete activities that are interactive, requiring them to listen carefully and respond promptly. <ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 178 Fox In a Box
3. Use materials purposefully, safely, and respectfully more and more of the time.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to care for others' property as well as their own.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 19 Afternoon Centers • Unit 1, Pg. 31 Cleanup and Center Review
4. Begin to know when and how to seek help from an adult or peer.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
5. Manage transitions and follow routines most of the time.	<ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions <i>continued</i>.		
6. Can adapt to different environments.	<ul style="list-style-type: none"> • Marmot Basket • Soup’s On • The Picnic 	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 19 Afternoon Centers • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults.		
1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Find Me! • Where’s Papa? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 34 Counting and Attendance • Unit 1, Pg. 88 Let’s Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
2. Begin to develop and practice the use of problem-solving and conflict resolution skills.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 2, Pg. 216 Dramatic Play: Laundromat • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem
3. Recognize similarities and differences in people (gender, family, race, culture, language).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 6, Pg. 14 Picturing My Body
4. Increase their capacity to take another’s perspective.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Party Time • Perfect Present • Papa’s Thumb • Noisy Children • Broken Lamp 	<ul style="list-style-type: none"> • Unit 6, Pg. 20 May I Help Game
5. Show increasing respect for the rights of others.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others’ rights as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 130 We’re Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 2, Pg. 169 Personal Space Circle

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults <i>continued</i> .		
6. Show progress in developing and keeping friendships.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 2, Pg. 188 Full Buckets • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship
7. Participate successfully as a group member.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 34 Counting and Attendance • Unit 6, Pg. 48 Flag On The Moon
8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.	<ul style="list-style-type: none"> • Books: Mine; Jose Three • My Family • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 240 I’m Responsible • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Dramatic Play: Grandma’s House • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
PHYSICAL DEVELOPMENT		
4. Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.		
1. Begin to recognize and learn the names of body parts.	<ul style="list-style-type: none"> • Song: I Touch My Nose Like This • Body Parts • Parts of the Face 	<ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 2, Pg. 251 Body Moves • Unit 4, Pg. 6 Dramatic Play: Radiologist’s Office • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 45 My Brain Is Always Growing
2. Begin to understand spatial awareness for themselves, others, and their environment.	<ul style="list-style-type: none"> • Song: Positioning • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We’re Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 2, Pg. 169 Personal Space Circle • Unit 2, Pg. 225 Where We Are • Unit 5, Pg. 233 Slide Like a Snail • Unit 7, Pg. 187 Pathways In Space

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>4. Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health <i>continued</i>.</p>		
<p>3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.</p>	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities • Gross Motor Skills Activities
<p>4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.</p>	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
<p>5. Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.</p>		
<p>1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</p>		<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 203 Spring Gallop!
<p>2. Show their ability to use different body parts in a rhythmic pattern.</p>	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Dance and Movement Activities
<p>3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.</p>		<ul style="list-style-type: none"> • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course
<p>4. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a ‘leader’ in a game).</p>		<ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>6. Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</p>		
<p>1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. The daily use of a touch pad or mouse develops eye-hand coordination.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 9 Block Center • Introduction, Pg. 10 Computer Center • Introduction, Pg. 17 Writing Center • Visual Arts Activities • Journal Activities • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 3, Pg. 314 Cutting Shapes • Unit 4, Pg. 28 Classroom Block Play
<p>2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves).</p>		<ul style="list-style-type: none"> • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
<p>7. Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</p>		
<p>1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 4, Pg. 80 Waiting Game • Unit 7, Pg. 178 Fox In a Box
<p>2. Take pride in their own abilities and increase self-motivation.</p>	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody 	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
<p>3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.</p>	<ul style="list-style-type: none"> • Marmot Basket 	<ul style="list-style-type: none"> • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>7. Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition <i>continued.</i></p>		
<p>4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket 	<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Dramatic Play Activities • Unit 1, Pg. 4 the Name Song • Unit 1, Pg. 9 Classroom Bear • Unit 1, Pg. 34 Counting and Attendance • Unit 6, Pg. 48 Flag On The Moon • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
<p>HEALTH, SAFETY AND NUTRITION</p>		
<p>8. Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.</p>		
<p>1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.</p>	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
<p>2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.</p>		<ul style="list-style-type: none"> • Snack Time • Lunch Time
<p>3. Use age/developmentally-appropriate eating utensils safely and correctly.</p>		<ul style="list-style-type: none"> • Snack Time • Lunch Time • Unit 5, Pg. 214 Set the Table, Please
<p>4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.</p>		

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
9. Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age—appropriate healthy choices in daily life.		
1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.	<ul style="list-style-type: none"> • Teeth • Book: The Germs • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 1, Pg. 16 Snack • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!
2. Grow in understanding of the importance of good health and its relationship to physical activity.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, Pg. 7 Dramatic Play: Gym
3. Talk about ways to prevent spreading germs and diseases to other people.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
4. Develop an understanding of basic oral hygiene.	<ul style="list-style-type: none"> • Teeth 	<ul style="list-style-type: none"> • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!
5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 6, Pg. 18 Listening to My Body • Unit 6, Pg. 76 Germs Make People Sick • Unit 7, Pg. 168 Dramatic Play: Dentist’s Office
7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	<ul style="list-style-type: none"> • Song: Sun Blues 	<ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 2, Pg. 165 Safe Smelling • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments • Unit 7, Pg. 231 Water Safety

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
10. Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.		
1. Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).	<ul style="list-style-type: none"> Song: Sun Blues; Storms 	<ul style="list-style-type: none"> Unit 1, Pg. 127 Dramatic Play: Construction Site Unit 2, Pg. 165 Safe Smelling Unit 3, Pg. 339 Emergency! Unit 7, Pg. 231 Water Safety
2. Identify persons to whom they can turn for help in an emergency situation.		<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help Unit 6, Pg. 117 Digital Safety
3. Begin to know important facts about themselves (e.g., address, phone number, parent’s name).		
4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).		<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 4, Pg. 74 It’s Okay to Say No Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body Unit 6, Pg. 117 Digital Safety
5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit).		<ul style="list-style-type: none"> Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency!
6. Begin to try new activities with ‘just manageable’ risk (e.g., riding a tricycle, climbing safely, jumping, exploring).		<ul style="list-style-type: none"> Unit 5, Pg. 199 Dramatic Play: Circus School Unit 6, Pg. 7 Dramatic Play: Gym Unit 6, Pg. 122 Obstacle Course
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	<ul style="list-style-type: none"> Squirrel’s Blocks 	<ul style="list-style-type: none"> Unit 1, Pg. 127 Dramatic Play: Construction Site Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency! Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body Unit 6, Pg. 117 Digital Safety

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
EARLY LEARNING IN MATHEMATICS		
1. EARLY LEARNING EXPECTATION: MATH PRACTICES. CHILDREN BEGIN TO DEVELOP PROCESSES AND STRATEGIES FOR SOLVING MATHEMATICAL PROBLEMS.		
1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	<ul style="list-style-type: none"> Counting Songs Number Counting One-to-One Correspondence 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 121 Problem Solving: Fair Division
2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	<ul style="list-style-type: none"> Make and Count Groups Counting Songs One-to-One Correspondence 	<ul style="list-style-type: none"> Introduction, Pg. 12 Math Center Unit 2, Pg. 161 Popcorn Number Match Unit 6, Pg. 121 Problem Solving: Fair Division
3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	<ul style="list-style-type: none"> One-to-One Correspondence Make and Count Groups Act Out Addition Act Out Subtraction 	<ul style="list-style-type: none"> Unit 1, Pg. 40 Math: Same Two Unit 6, Pg. 91 Decomposing 10 Unit 6, Pg. 121 Problem Solving: Fair Division
4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Make and Count Groups One-to-one Correspondence Act Out Addition Act Out Subtraction 	<ul style="list-style-type: none"> Unit 6, Pg. 83 Ten Frame Game Unit 6, Pg. 91 Decomposing 10 Unit 7, Pg. 247 How Many Are Hiding?
5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	<ul style="list-style-type: none"> Book: Milton's Mittens Length Capacity 	<ul style="list-style-type: none"> Unit 2, Pg. 176 Smell Survey Unit 3, Pg. 365 Seed Investigation Unit 4, Pg. 19 Stack, Slide, Roll



MICHIGAN EARLY CHILDHOOD STANDARDS

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. EARLY LEARNING EXPECTATION: MATHEMATICAL LITERACY. CHILDREN BEGIN TO USE THE LANGUAGE OF MATHEMATICS BY APPLYING EMERGING SKILLS IN REPRESENTING, DISCUSSING, READING, WRITING, AND LISTENING (E.G., BY TRANSLATING A PROBLEM OR ACTIVITY INTO A NEW FORM; A PICTURE, DIAGRAM, MODEL, SYMBOL, OR WORDS).		
1. Participate regularly in informal conversations about mathematical concepts and number relationships.	<ul style="list-style-type: none"> • One-One Correspondence • Number Instruction • Make and Count Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 3, Pg. 365 Seed Investigation • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 7, Pg. 147 Charting Weight
3. Begin to use symbols to represent real objects and quantities.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Match Numbers • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?
4. Make progress from matching and recognizing number symbols to reading and writing numerals.	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Match Numbers 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Read and Write Number Activities • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 161 Popcorn Number Match
5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Unit 6, Pg. 91 Decomposing 10 • Unit 7, Pg. 147 Charting Weight
6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways.	<ul style="list-style-type: none"> • Number Books • Make and Count Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 147 Charting Weight
7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • Greater Than, Less Than • More Than • Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 121 Problem Solving: Fair Division

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. EARLY LEARNING EXPECTATION: CLASSIFICATION AND PATTERNS. CHILDREN BEGIN TO DEVELOP SKILLS OF RECOGNIZING, COMPARING AND CLASSIFYING OBJECTS, RELATIONSHIPS, EVENTS AND PATTERNS IN THEIR ENVIRONMENT AND IN EVERYDAY LIFE.		
1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
2. Identify patterns in their environment.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
3. Investigate patterns and describe relationships.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 27 Mammal Rhythm • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns • Unit 6, Pg. 59 Rhythm Stick Sounds
4. EARLY LEARNING EXPECTATION: COUNTING AND CARDINALITY. CHILDREN EXTEND THEIR UNDERSTANDING OF NUMBERS AND THEIR RELATIONSHIP TO ONE ANOTHER AND THINGS IN THE ENVIRONMENT.		
1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • Number Instruction • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Introduce and Write Number Activities
2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	<ul style="list-style-type: none"> • Calendar • Book: For the Birds • Match Numbers • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than • Bug Bits 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 296 We Are All Growing • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4. EARLY LEARNING EXPECTATION: COUNTING AND CARDINALITY. CHILDREN EXTEND THEIR UNDERSTANDING OF NUMBERS AND THEIR RELATIONSHIP TO ONE ANOTHER AND THINGS IN THE ENVIRONMENT <i>continued.</i>		
3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Instruction • Counting Songs • Number Counting • Match Numbers • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 5, Pg. 147 Decomposing 7 • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle
4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction • Match Numbers • Make and Count Groups • One-to-One Correspondence 	<ul style="list-style-type: none"> • Unit 2, Pg. 235 Number Books 1-5 • Unit 2, Pg. 243 Central Park Board Game • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 • Unit 6, Pg. 124 Introduce and Write Number 11
6. Show growth in understanding that number words and numerals represent quantities.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Counting Songs • Number Counting • Match Numbers • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 235 Number Books 1-5 • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 • Unit 6, Pg. 124 Introduce and Write Number 11 • Unit 7, Pg. 157 Introduce and Write Number 12
7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.	<ul style="list-style-type: none"> • Songs: Monster Trucks; Ordinals • Book: The Circus Came to Town • Counting Songs • Order Numbers • First, Middle, Last 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle • Unit 6, Pg. 19 Quantities to 9
8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction • Match Numbers 	<ul style="list-style-type: none"> • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 35 Calendar

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4. EARLY LEARNING EXPECTATION: COUNTING AND CARDINALITY. CHILDREN EXTEND THEIR UNDERSTANDING OF NUMBERS AND THEIR RELATIONSHIP TO ONE ANOTHER AND THINGS IN THE ENVIRONMENT <i>continued</i>.		
9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”	<ul style="list-style-type: none"> • Song: Counting On • Count On • Number Instruction • Counting Songs • Number Counting • Order Numbers • Counting Puzzles 	<ul style="list-style-type: none"> • Unit 4, Pg. 102 Read and Write 6 • Unit 7, Pg. 217 Introduce and Write Number 14
5. EARLY LEARNING EXPECTATION: SIMPLE OPERATIONS AND BEGINNING ALGEBRAIC THINKING. CHILDREN BEGIN TO DEVELOP SKILLS OF SORTING AND ORGANIZING INFORMATION, SEEING PATTERNS, AND USING INFORMATION TO MAKE PREDICTIONS AND SOLVE NEW PROBLEMS.		
1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction; Greater Than, Less Than; More Than, Fewer Than • Books: Five Delicious Muffins; For the Birds • Add Groups • Subtract Groups • Make and Count Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 Sort It Out • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 247 How Many Are Hiding?
2. Can generate problems that involve predicting, collecting, and analyzing information.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 148 Ten Little Goldfish • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2
3. Use simple estimation to make better guesses.	<ul style="list-style-type: none"> • Length • Capacity 	
4. Identify likenesses and differences.	<ul style="list-style-type: none"> • Song: Same and Different • Sort • Similar Figures 	<ul style="list-style-type: none"> • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, Pg. 107 Sound Box Match Up • Unit 6, Pg. 14 Picturing My Body • Unit 7, Pg. 170 Exploring Weight

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
5. EARLY LEARNING EXPECTATION: SIMPLE OPERATIONS AND BEGINNING ALGEBRAIC THINKING. CHILDREN BEGIN TO DEVELOP SKILLS OF SORTING AND ORGANIZING INFORMATION, SEEING PATTERNS, AND USING INFORMATION TO MAKE PREDICTIONS AND SOLVE NEW PROBLEMS <i>continued</i>.		
5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Big Little Animals • Large Small Toys • Heavy and Light • Tall and Short • Similar Figures 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 199 Volume
6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes
7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Weather • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg, 104 Mr. Brown Can Moo! Can You? • Unit 5, Pg. 136 Read and Write 7 • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 147 Charting Weight

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
6. EARLY LEARNING EXPECTATION: MEASURING. CHILDREN EXPLORE AND DISCOVER SIMPLE WAYS TO MEASURE.		
1. Show awareness that things in their environment can be measured.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
2. Begin to understand concepts of weight.	<ul style="list-style-type: none"> • Song: Measuring Plants • Heavy and Light 	<ul style="list-style-type: none"> • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 170 Exploring Weight
3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	<ul style="list-style-type: none"> • Book: How Long is a Minute? • Calendar • Today • Yesterday/Tomorrow • Tell Time • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
4. Show an awareness of temperature as it affects their daily lives.	<ul style="list-style-type: none"> • Book: Whatever the Weather • Weather • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).	<ul style="list-style-type: none"> • Song: Tortillas Tortillas • Soup's On! 	
6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	<ul style="list-style-type: none"> • Length • Capacity 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length
7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	<ul style="list-style-type: none"> • Length • Capacity 	<ul style="list-style-type: none"> • Unit 7, Pg. 142 Weight • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 209 Exploring Volume

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
7. EARLY LEARNING EXPECTATION: GEOMETRY. CHILDREN BUILD THEIR VISUAL THINKING SKILLS THROUGH EXPLORATIONS WITH SHAPE AND THE SPACES IN THEIR CLASSROOMS AND NEIGHBORHOODS.		
1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 314 Cutting Shapes • Unit 3, Pg. 320 Circles • Unit 3, Pg. 332 Circle Party
2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.	<ul style="list-style-type: none"> • Symmetry • Congruence • Similar Figures • Geoboard 	<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 3, Pg. 351 Making Shapes • Unit 3, Pg. 368 Shapes Mural
3. Begin to recognize and appreciate geometric shapes in their environment.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Similar Figures 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 314 Cutting Shapes • Unit 3, Pg. 320 Circles • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 3, Pg. 351 Making Shapes • Unit 3, Pg. 368 Shapes Mural
4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
7. EARLY LEARNING EXPECTATION: GEOMETRY. CHILDREN BUILD THEIR VISUAL THINKING SKILLS THROUGH EXPLORATIONS WITH SHAPE AND THE SPACES IN THEIR CLASSROOMS AND NEIGHBORHOODS <i>continued.</i>		
5. Identify patterns in their environment.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
7. Investigate patterns and describe relationships.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 27 Mammal Rhythm • Unit 4, pg. 59 ABC Patterns • Unit 6, Pg. 59 Rhythm Stick Sounds
EARLY LEARNING IN SCIENCE		
1. EARLY LEARNING EXPECTATION: OBSERVATION AND INQUIRY. CHILDREN DEVELOP POSITIVE ATTITUDES AND GAIN KNOWLEDGE ABOUT SCIENCE THROUGH OBSERVATION AND ACTIVE PLAY.		
1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold? • Unit 6, Pg. 18 Listening to My Body
2. Ask questions related to their own interest and observations.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 2, Pg. 176 Smell Survey
3. Talk about their own predictions, explanations and generalizations based on past and current experiences.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1. EARLY LEARNING EXPECTATION: OBSERVATION AND INQUIRY. CHILDREN DEVELOP POSITIVE ATTITUDES AND GAIN KNOWLEDGE ABOUT SCIENCE THROUGH OBSERVATION AND ACTIVE PLAY <i>continued</i>.		
4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different? • Unit 7, Pg. 244 Weather Report
5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 86 Fish Investigation
2. EARLY LEARNING EXPECTATION: LIVING AND NON-LIVING THINGS. CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO LIVING AND NON—LIVING THINGS.		
1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing; Food From Plants; Measuring Plants; Plant or Animal; Vertebrates; Birds; Fish; Invertebrates • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 3, Pg. 365 Seed Investigation

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. EARLY LEARNING EXPECTATION: LIVING AND NON-LIVING THINGS. CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO LIVING AND NON—LIVING THINGS <i>continued</i>.		
<p>2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants Are Growing; Plant or Animal; Vertebrates; Birds; Fish; Invertebrates • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 155 Vertebrate Sort and Review • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
<p>3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants Are Growing; Measuring Plants; Birds • Mammals • Birds • Amphibians 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 316 Plant Parts • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile? • Unit 5, Pg. 174 Invertebrates
<p>4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).</p>	<ul style="list-style-type: none"> • Songs: Food From Plants • Mammals • Amphibians • Reptiles • Insects • Worms 	<ul style="list-style-type: none"> • Unit 4, Pg. 54 Help the Birds • Unit 4, Pg. 118 Raising Tadpoles
<p>5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).</p>	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Measuring Plants; Birds; Fish • Environments: Mammals; Spiders; Birds; Plants; Insects; Amphibians; Reptiles; Worms; Fish 	<ul style="list-style-type: none"> • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 100 Dramatic Play: Pond • Unit 4, Pg. 108 What Makes an Amphibian?

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. EARLY LEARNING EXPECTATION: LIVING AND NON-LIVING THINGS. CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO LIVING AND NON—LIVING THINGS <i>continued</i>.		
6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).	<ul style="list-style-type: none"> • Song: I Touch My Nose Like This • Body Parts • Parts of the Face 	<ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 4, Pg. 6 Dramatic Play: Radiologist’s Office • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! • Unit 6, Pg. 45 My Brain Is Always Growing
7. Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).	<ul style="list-style-type: none"> • Song: Push and Pull • Push and Pull 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 4, Pg. 19 Stack, Slide, Roll
3. EARLY LEARNING EXPECTATION: KNOWLEDGE ABOUT THE EARTH. CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO THE EARTH.		
1. Can talk about observable characteristics of different seasons.	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like, A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 7, Pg. 233 Precipitation • Unit 7, Pg., 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Water • Materials • Rocks • Plants and Animals 	<ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 175 Ant Farm Extension • Unit 7, Pg. 233 Precipitation

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. EARLY LEARNING EXPECTATION: KNOWLEDGE ABOUT THE EARTH. CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO THE EARTH <i>continued</i>.		
3. Can talk about major features of the earth’s surface (streams, hills, beaches) when found in the children’s neighborhood and neighborhoods that they visit.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like, A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 244 Weather Report
5. Talk about ways to be safe during bad weather and in outdoor explorations.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song
EARLY LEARNING IN THE SOCIAL STUDIES		
1. EARLY LEARNING EXPECTATION: RELATIONSHIP IN PLACE. CHILDREN BEGIN TO UNDERSTAND AND INTERPRET THEIR RELATIONSHIP AND PLACE WITHIN THEIR OWN ENVIRONMENT.		
1. Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation • Materials • Magnets • Rocks • Plants 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 365 Seed Investigation • Unit 3, Pg. 374 Seed Mosaics
2. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.		<ul style="list-style-type: none"> • Story Time Activities • Center Activities • Dramatic Play Activities

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1. EARLY LEARNING EXPECTATION: RELATIONSHIP IN PLACE. CHILDREN BEGIN TO UNDERSTAND AND INTERPRET THEIR RELATIONSHIP AND PLACE WITHIN THEIR OWN ENVIRONMENT <i>continued.</i>		
3. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.	<ul style="list-style-type: none"> • Plants • Plant or Animal • Materials • Magnets 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 5, Pg. 175 Ant Farm Extension
4. Engage in conversations that reflect experiences in and observations of the environment.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System • Environments: Mammals; Spiders; Birds; Plants; Insects; Amphibians; Reptiles; Worms; Fish 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 296 We Are All Growing
5. Demonstrate a developing sense of respect for nature and its components.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation; Pollution Rap • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 349 Where Does Our Water Come From?
6. Use and understand words for location and direction.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 2, Pg. 225 Where We Are • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 5, Pg. 232 Here, Kitty, Kitty: Position Words and Letter Sound /k/

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. EARLY LEARNING EXPECTATION: HOW PEOPLE ARE INFLUENCED. CHILDREN BEGIN TO RECOGNIZE THAT MANY DIFFERENT INFLUENCES SHAPE PEOPLE'S THINKING AND BEHAVIOR.		
1. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).	<ul style="list-style-type: none"> • Book: Mine • My Family • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 6, Pg. 14 Picturing My Body • Unit 7, Pg. 246 I Know
3. Show an understanding of family and how families are alike and different.	<ul style="list-style-type: none"> • My Family • Same and Different 	<ul style="list-style-type: none"> • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family (Part 1) • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 3, Pg. 374 Journal Prompt: My Family (Part 2)
4. Talk about ways members of a family can work together to help one another.	<ul style="list-style-type: none"> • My Family • The Picnic • Dinner Time • Soup's On! • Boo Hoo Baby • Baby's Ball 	<ul style="list-style-type: none"> • Introduction, Pg. 18 Family Engagement • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Dramatic Play: Grandma's House
5. Begin to recognize that people celebrate events in a variety of ways.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2. EARLY LEARNING EXPECTATION: HOW PEOPLE ARE INFLUENCED. CHILDREN BEGIN TO RECOGNIZE THAT MANY DIFFERENT INFLUENCES SHAPE PEOPLE’S THINKING AND BEHAVIOR <i>continued</i>.		
6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for acceptance. Examples include the following: I Want to Be a Scientist Like George Washington Carver; Reaching Above; Treasures From the Loom	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 89 Storytelling Festival • Unit 6, Pg. 90 Thank You Notes for the Storytellers
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	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"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 2, Pg. 214 Garbage Elves • Unit 2, Pg. 240 I’m Responsible • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 211 Tell the Truth Game
8. Participate in creating their own classroom celebrations.		<ul style="list-style-type: none"> • Unit 7, Pg. 173 End of Year Program Invitations • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
3. EARLY LEARNING EXPECTATION: UNDERSTANDING TIME. CHILDREN SHOW GROWTH IN THEIR UNDERSTANDING OF THE CONCEPT OF TIME AND BEGIN TO REALIZE THAT THEY ARE A PART OF A HISTORY, WHICH INCLUDES PEOPLE, PLACES, EVENTS, AND STORIES ABOUT THE PRESENT AND THE PAST.		
1. Use words to describe time (e.g., yesterday, today, tomorrow).	<ul style="list-style-type: none"> • Book: How Long is a Minute? • Calendar • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 1, Pg. 55 Calendar
2. Can talk about recent and past events.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Journal Activities

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. EARLY LEARNING EXPECTATION: UNDERSTANDING TIME. CHILDREN SHOW GROWTH IN THEIR UNDERSTANDING OF THE CONCEPT OF TIME AND BEGIN TO REALIZE THAT THEY ARE A PART OF A HISTORY, WHICH INCLUDES PEOPLE, PLACES, EVENTS, AND STORIES ABOUT THE PRESENT AND THE PAST <i>continued</i>.		
3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like, A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 296 We Are All Growing
4. Gather information and learn new concepts through experimentation and discovery, making connections what they already know.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 38 Illustration Investigation • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 2, Pg. 176 Smell Survey
5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	<ul style="list-style-type: none"> • Clubhouse • My Family • Boo Hoo Baby • Baby’s Ball 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 2, Pg. 240 I’m Responsible • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
6. Contribute to their community (classroom, school, neighborhood) as age appropriate.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I’m Responsible
4. EARLY LEARNING EXPECTATION: WHY WE HAVE RULES AND LAWS. CHILDREN BEGIN TO LEARN ABOUT THE REASONS FOR RULES AND LAWS, THE IMPORTANCE OF A DEMOCRATIC PROCESS, AND THE RESPONSIBILITIES OF BEING A MEMBER OF A CLASSROOM, A FAMILY, AND A COMMUNITY.		
1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip
2. Begin to understand consequences of following and breaking (disobeying) rules.	Social Emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome by examining consequences, and encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Unit 7, Pg. 184 Consequence Game

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4. EARLY LEARNING EXPECTATION: WHY WE HAVE RULES AND LAWS. CHILDREN BEGIN TO LEARN ABOUT THE REASONS FOR RULES AND LAWS, THE IMPORTANCE OF A DEMOCRATIC PROCESS, AND THE RESPONSIBILITIES OF BEING A MEMBER OF A CLASSROOM, A FAMILY, AND A COMMUNITY <i>continued</i>.		
3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules).		<ul style="list-style-type: none"> Unit 6, Pg. 10 Please and Thank You
4. Show increasing respect for the rights of others.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect others’ rights as well as their own.	<ul style="list-style-type: none"> Unit 1, Pg. 10 Introduction to Centers Unit 3, Pg. 318 Growing Into A Good Audience
5. EARLY LEARNING EXPECTATION: BASIC IDEAS ABOUT ECONOMICS. CHILDREN INCREASE THEIR UNDERSTANDING ABOUT HOW BASIC ECONOMIC CONCEPTS RELATE TO THEIR LIVES.		
1. Can talk about some of the workers and services in their community.		<ul style="list-style-type: none"> Unit 3, Pg. 328 We All Have Jobs Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 3, Pg. 332 Circle Party Unit 3, Pg. 345 Which Hat Is Best? Unit 5, Pg. 230 Dramatic Play: Library Unit 6, Pg. 69 Dramatic Play: Post Office
2. Can talk about some of the ways people earn a living.	<ul style="list-style-type: none"> Book: Follow the Apples 	<ul style="list-style-type: none"> Unit 3, Pg. 328 We All Have Jobs
3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).		<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 3, Pg. 328 We All Have Jobs Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
4. Make simple choices about how to spend money.		<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
6. EARLY LEARNING EXPECTATION: PEOPLE AND THEIR ENVIRONMENT. CHILDREN INCREASE THEIR UNDERSTANDING OF THE RELATIONSHIP BETWEEN PEOPLE AND THEIR ENVIRONMENT AND BEGIN TO RECOGNIZE THE IMPORTANCE OF TAKING CARE OF THE RESOURCES IN THEIR ENVIRONMENT.		
1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).		<ul style="list-style-type: none"> • Introduction, Pg. 18 Family Engagement • Unit 3, Pg. 268 We All Love Our Families
2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 349 Where Does Our Water Come From?
3. Engages in activities that promote a sense of contribution.	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves
4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems; Seasons; Precipitation; Living and Nonliving • Books: Where in the World Would You Go Today?; That's What I Like, A Book About Seasons • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Water • Plants and Animals • Weather • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 258 Taking Care of Living Things

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at mentor.waterford.org can be found in Spanish or with Spanish support.

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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