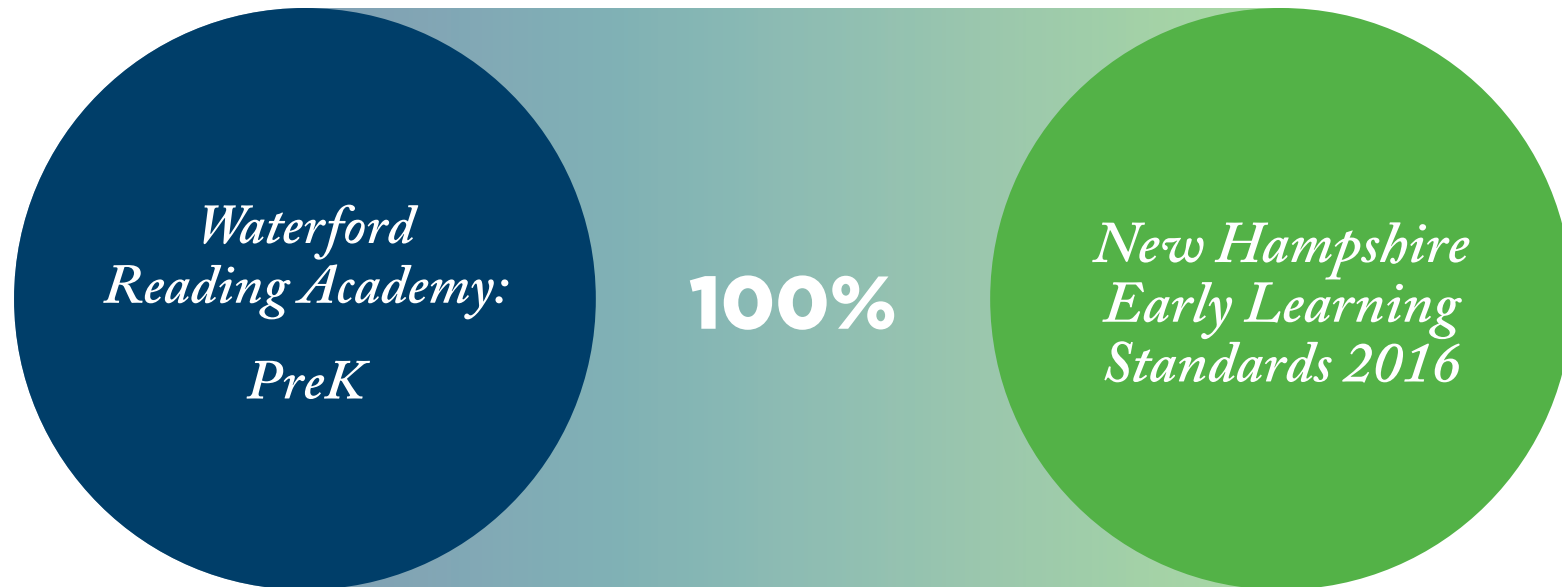


CURRICULUM *Correlation*



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

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NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL AND EMOTIONAL DEVELOPMENT		
Self-Concept and Social Identity		
Self-esteem		
Continue to seek adult attention and recognition of what they know and can do	<ul style="list-style-type: none"> • Book: Grandpa’s Great Athlete • Squirrel’s Sketches • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
Boast about what they know and can do (E.g. Quinn says, “I am really good at drawing rainbows.”)	<ul style="list-style-type: none"> • Books: Play Ball; Grandpa’s Great Athlete 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
Self-confidence		
Are confident, self-directed, purposeful and inventive in play	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Soup’s On! • Perfect Present 	<ul style="list-style-type: none"> • Dramatic Play Activities
Social Identity		
Notice differences and make comparisons between their physical characteristics and others’ and the way things are done in different settings (E.g. Consuela says “My abuela talks Spanish and my grandma talks English.”)	<ul style="list-style-type: none"> • Song: Tortillas, Tortillas • Book: Mine 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)	<ul style="list-style-type: none"> • Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Mine; José Three; Bad News Shoes 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Attachment		
Relationships with primary caregivers and less familiar adults		
Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults	<ul style="list-style-type: none"> • Lost Dinosaur • Squirrel's Blocks • It's Not Fair! 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 373 Trusted Adults
Seek adult help when needed for emotional support, physical assistance, social interaction, and approval	<ul style="list-style-type: none"> • Lost and Found • Find Me! • Squirrel's Blocks 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
Imitate familiar adults in culturally appropriate ways in everyday situations		<ul style="list-style-type: none"> • Dramatic Play Activities
Social Competence		
Relationships and social skills with peers		
Approach others with expectations of positive interactions	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. 10 Good Playing Rules • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Build skills needed to participate successfully as a member of a group, such as taking turns	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. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together
Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When...

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Relationships and social skills with peers <i>continued</i>		
Develop friendships, sometimes based on shared interests or characteristics	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket 	<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 • Unit 5, Pg. 238 Friends Use Kind Words
Recognition and understanding of others’ feelings		
Begin to understand the reasons for others’ emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, “You’ll get to play with it next time.”)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Papa’s Thumb • Lost Keys 	<ul style="list-style-type: none"> • Unit 5, Pg. 197 Good Friends Activity: I’m a Helper • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Behavioral regulation		
Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach’s car, but stops himself and asks, “Can I use that when you’re done?”)	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"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Emotional Competence		
Emotional expression		
Demonstrate increasing competencies in recognizing and describing their own emotions	Resources: <ul style="list-style-type: none"> • Emotion Cards • Lots of Feelings • Guess How I’m Feeling 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings
Explore emotions in various ways (through play, art, music, and dance)	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Lost and Found • Squirrel’s Blocks • Lost Dinosaur Resources: <ul style="list-style-type: none"> • Emotion Cards • Lots of Feelings • Guess How I’m Feeling 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Emotional Regulations		
May still have difficulty regulating strong emotions	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"> • Introduction, Pg. 16 Private Place
Increasingly use words instead of actions to express their emotions	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Soup’s On! 	<ul style="list-style-type: none"> • Unit 4, Pg. 26 Journal Prompt: I feel...
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY		
Listening Comprehension		
Receptive verbal communication		
Listen with understanding to stories, directions, and conversations	<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"> • Story Time Activities • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Non-Verbal Communication		
Understand non-verbal cues	Resources: <ul style="list-style-type: none"> • Guess How I’m Feeling 	<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
Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)	<ul style="list-style-type: none"> • Boo Hoo Baby 	<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

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Communication Concepts		
Pragmatics and social language		
Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, “Can I please have the purple crayon?”)	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please
With adult support, can take turns in conversations and group discussions	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Verbal Expressions		
Vocabulary development		
Use increasingly complex and varied vocabulary and language	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 151 Dinosaur Stomp
Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, “The end”, when she finishes her snack.)	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 151 Dinosaur Stomp • Journal Activities • Dramatic Play Activities • Center Activities
Expressive language or speaking, and meaning and linguistic concepts		
Speak clearly enough to be understood	Waterford introduces letter sounds with instruction demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 136 Find Someone Who Has... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Expressive language or speaking, and meaning and linguistic concepts <i>continued</i>		
Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.)	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate grammar and conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Journal Activities • Center Activities
Ask questions and initiate and respond in conversations with others	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Tell stories with multiple characters and events		<ul style="list-style-type: none"> • Dramatic Play Activities
Emergent Reading		
Participation in language and literacy activities		
Learn new information from books being read to them	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things • Unit 5, Pg. 174 Invertebrates
Ask for a story to be read and respond to stories told or read aloud	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes
Respond to adult questions about a book or story	<ul style="list-style-type: none"> • Find an Answer • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes
Ask questions about a book or story	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Story Time Activities

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Participation in language and literacy activities <i>continued</i>		
Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, “I have a dog like this, only bigger and my dog never chews shoes”.)	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations
Narrative and story sense		
Guess what will happen next in a story using pictures as a guide	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? • Picture Clues 	<ul style="list-style-type: none"> • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 148 Ten Little Goldfish
Tell their own stories		<ul style="list-style-type: none"> • Dramatic Play Activities
Comprehension and interpretation		
Represent stories told or read aloud through a variety of media or in play	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Story Time Activities • Dramatic Play Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Use their own words to retell a simple familiar story while looking at a book	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Traditional Tales (See titles at end of document.)	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things • Unit 5, Pg. 174 Invertebrates
Interest in and appreciation of reading		
Select favorite books, authors, or illustrators	<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
Request or respond to informational books on favorite topics	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)	<ul style="list-style-type: none"> • Introduction Pg. 13 Reading Center

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)		
Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”)	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race
Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”)	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Sound Room • Choose a Sound • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race
Can distinguish the beginning sounds of some words	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds
Book awareness		
Identify parts of books such as cover, first page, and title	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> • Print Concepts Introduction 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities
Understand that print carries a message	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Story Time Activities

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Emergent Writing		
Print and alphabet awareness		
Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children’s names on their cubbies. She exclaims, “Hey, Autumn starts the same as me!”)	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Begin to associate sounds with words or letters	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities
Understand that specific symbols are used to communicate in writing	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace • Distinguish Letters • Dots, Lines, and Circles 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities
Interest in and emergent writing		
Understand that writing is a way of communicating	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letter Trace 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
Engage in writing using letter-like symbols to make letters or words	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities
Begin to copy or write their own name	<ul style="list-style-type: none"> • Name Game • Letter Trace 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COGNITIVE DEVELOPMENT—EARLY NUMERACY		
Number Operations		
Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting		
Identify by sight how many are in a small group of up to 3 items	<ul style="list-style-type: none"> Moving Target (Dots) Bug Bits 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 2, Pg. 208 Pizza Chef Match
Demonstrate understanding of one-to-one correspondence	<ul style="list-style-type: none"> One-to-One Correspondence Make and Count Groups Number Counting Number Instruction 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 23 Counting and Attendance Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner 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
Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, “How many cars do you have?” she answers, “Four.”)	<ul style="list-style-type: none"> One-to-One Correspondence Make and Count Groups Number Counting Number Instruction 	<ul style="list-style-type: none"> Unit 1, Pg. 23 Counting and Attendance Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner 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
Count objects in two different collections (up to ten in each) to determine which is the larger one	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Book: For the Birds Greater Than, Less Than Make and Count Groups 	<ul style="list-style-type: none"> Unit 6, Pg. 8 Greater Than Unit 6, Pg. 71 Less Than Unit 6, Pg. 105 Quantities to 10
Can answer the question “What comes after...” a number without having to recount (E.g. When asked, “What comes after five,” Sawyer says, “Six,” without having to count up from one.)	<ul style="list-style-type: none"> Song: Counting On Count On Number Chart 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 45 Counting and Attendance Unit 2, pg. 261 Make One More Unit 5, Pg. 200 Counting in a Circle Unit 5, Pg. 210 Counting to 8 in Relation to 5 Unit 7, Pg. 180 Build One More Unit 7, Pg. 229 Build One Less

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting <i>continued</i>		
<p>Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, “I have five blocks.”)</p>	<ul style="list-style-type: none"> • Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 5, Pg. 210 Counting to 8 in Relation to 5 • Unit 6, pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, pg. 247 How Many Are Hiding?
<p>Begin to recognize and attempt to write numerals up to 10</p>	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities
Geometry and Spatial Sense		
Shapes and their attributes, position, comparing and contrasting two or more objects, and distance		
<p>Use words that show understanding of order and position of objects</p>	<ul style="list-style-type: none"> • Songs: Positioning; Kites; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Inside, Outside, Between • Over, Under, and Through • Above, Below, Next to, On • 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
<p>Identify and name common shapes</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Shapes and their attributes, position, comparing and contrasting two or more objects, and distance <i>continued</i>		
Describes basic features of shapes (E.g. Finnley says, “This triangle has three sides and this square has four sides.”)	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt
Compare the shape of two objects (E.g. Reanna draws two round shapes and says, “This one is an oval and this one is a circle.”)	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 375 Shape Hunt
Measurement		
Size, volume, quantity, and other measurable quantities, and the tools to measure them		
Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of Unifix cubes next to his friend and says, “You’re 40 cubes tall.”)	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
Make comparison such as bigger or smaller between two groups of objects	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Make Comparisons • Capacity • Length • Big and Little • Tall and Short • Heavy and Light • Size 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 199 Volume
Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)	<ul style="list-style-type: none"> • Book: How Long Is a Minute? • Tell Time 	

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Patterns and Relationships		
Recognizing or creating planned or random repetitions, and comparisons		
Order or sequence several objects based on one characteristic	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 7, Pg. 205 Healthy Eating
Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • 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
Data Collection and Analysis		
Gathering, organizing, and analyzing information, drawing conclusions to make sense of the world		
Sort objects and count and compare the groups formed (E.g. Carlo says, “There are 3 brown teddy bears and 4 black teddy bears.”)	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10
Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.)	<ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
Time and Sequence		
Concept of time as it relates to daily routines, and sequencing of events		
Begin to differentiate between yesterday, today, and tomorrow	<ul style="list-style-type: none"> • 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

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COGNITIVE DEVELOPMENT—SCIENCE AND SOCIAL STUDIES		
Key Concepts		
Object permanence and representational/symbolic thought		
Talk about things or people that are not present	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present 	<ul style="list-style-type: none"> • Journal Activities
Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings
Exploring the Physical World		
Physical science, life science, earth and space science, and environmental science		
Begin to identify the properties of various living things and what living things need to be able to survive	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Water; Food From Plants • Books: The Watermelon Seed; Everybody Needs to Eat • Living or Nonliving • Food From Plants • Water • Sun 	<ul style="list-style-type: none"> • 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. 118 Raising Tadpoles
Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon)	<ul style="list-style-type: none"> • Songs: Precipitation; Seasons; Sun Blues; The Moon • Books: That’s What I Like: A Book About Seasons; Whatever the Weather; What is a Cloud?; Moon Song • Weather • Spring • Summer • Fall • Winter • Sun • Moon • Clouds • Constellations 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
Show interest in caring for the earth and environment	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation; I Am Part of All I See • Pollution and Recycling • Care of Earth • Care of Water 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves



NEW HAMPSHIRE EARLY LEARNING STANDARDS 2016

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Physical science, life science, earth and space science, and environmental science continued</i>		
Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.)	<ul style="list-style-type: none"> • Songs: Push and Pull; Gravity • Books: Mr. Mario’s Neighborhood; Up and Down • Push and Pull 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 7, Pg. 141 Tool Workshop
Exploring the Social World		
Social conventions (Rules and expectation, authority and governance)		
Show interest in caring for the classroom environment	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 2, Pg. 232 Wash the Tables! • Unit 3, Pg. 326 We All Have Jobs
Participate in developing classroom rules		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules
Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.)	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 • Unit 3, Pg. 288 Journals: My Family
With guidance from adults, can engage in problem-solving to resolve difference in perspectives	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. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together
Self, family, and community (Culture, ethical and human issues)		
Know basic personal information	<ul style="list-style-type: none"> • Name Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 288 Journals: My Family
Are aware of own family relationships and show curiosity about others’ families	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Notice similarities and differences in people, families, and social groups	<ul style="list-style-type: none"> • Song: Same and Different • Books: Mine; José Three • My Family 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Self, family, and community (Culture, ethical and human issues) <i>continued</i>		
Recognize some people, places, and occupations in their communities	<ul style="list-style-type: none"> • Book: Follow the Apples <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults 	<ul style="list-style-type: none"> • Unit 3, Pg. 326 We All Have Jobs • Unit 3, Pg. 373 Trusted Adults
Act out family roles and occupations in dramatic play	<p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 5, Pg. 230 Dramatic Play: Library • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
Show interest in issues of friendship and fairness	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 84 Working Together
COGNITIVE DEVELOPMENT—APPROACHES TO LEARNING		
Inquiry and Exploration		
Conjecture, scientific inquiry process, curiosity, and sensory exploration		
Observe, wonder, and/or ask questions, make guesses, and explore hypotheses	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Use senses and tools/technology to aid in investigation	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Science Tools • Sight • Hearing • Touch • Smell • Taste 	<ul style="list-style-type: none"> • 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? • Science Center

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Cause and effect		
Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.)		<ul style="list-style-type: none"> Unit 2, Pg. 214 Garbage Elves
Continue to experiment with cause and effect	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Magnets 	<ul style="list-style-type: none"> Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully Unit 7, Pg. 184 Consequence Game
Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 110 Plan, Do, Review Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Reasoning and Problem Solving		
Theories about the world and how things work, reflection, critical thinking, and trial and error		
Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults	<ul style="list-style-type: none"> Squirrel's Sketches Perfect Present 	<ul style="list-style-type: none"> Journal Activities Unit 1, Pg. 110 Plan, Do, Review Unit 3, Pg. 363 Seed Investigation
Can figure out more than one solution to a problem if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)	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. 110 Plan, Do, Review Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Cooperative Learning		
Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 110 Plan, Do, Review Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Play		
Imitation, risk taking, experimentation, spontaneous learning, and play with others		
Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules	Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? • Good Playing Rules 	<ul style="list-style-type: none"> • Dramatic Play Activities
Engage in pretend play with others to explore and understand life experience and roles	Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? • Community Helpers • Trusted Adults • Good Playing Rules 	<ul style="list-style-type: none"> • Dramatic Play Activities
Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play	<ul style="list-style-type: none"> • Perfect Present • Soup's On 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 9 Block Center • Unit 4, Pg. 28 Classroom Block Play
Sense of delight and humor		
Show delight in all aspects of play from planning to describing the experience	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 76 Taking Turns Game
May play with language including "bathroom" words	<ul style="list-style-type: none"> • Rhyming Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 199 Rhyme Race
Begin to understand simple jokes	<ul style="list-style-type: none"> • Book: Frank's Pranks 	
May share physical humor with one another	<ul style="list-style-type: none"> • Where's Papa 	<ul style="list-style-type: none"> • Unit 1, Pg. 304 Farmer Mash • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 89 Fish Moves

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Creativity, imagination, and inventiveness		
Tell elaborate stories of their own invention or add details to stories	<ul style="list-style-type: none"> Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright Inventions 	<ul style="list-style-type: none"> Journal Activities
Create games that continue to evolve as they plan		<ul style="list-style-type: none"> Dramatic Play Activities Center Activities
Pretend to be characters from stories, books, television shows, movies, or their own invention	<ul style="list-style-type: none"> Papa’s Play 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 7, Pg. 208 Program Rehearsal Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Executive Function		
Adaptability of thought processes, planning, and intentionality		
Begin to show ability to adapt their plans when they can’t follow through with their original idea	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 110 Plan, Do, Review
Can adapt their plan to include other children with adult guidance	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> Unit 1, Pg. 88 Let’s Play Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.)	<ul style="list-style-type: none"> Perfect Present 	<ul style="list-style-type: none"> Dramatic Play Activities Center Activities Unit 1, Pg. 110 Plan, Do, Review
May ask for help on own or with teacher prompting or seek more information when needed	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 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. 75 Grown-Up Manners
Working memory and focus and attention		
Pay attention to and remember details	<ul style="list-style-type: none"> Look at Details Memorization Skills 	<ul style="list-style-type: none"> Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Keep track of more than one thing at a time	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities



NEW HAMPSHIRE EARLY LEARNING STANDARDS 2016

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Working memory and focus and attention <i>continued</i>		
Stay focused for longer period of time on activities that interest them and return to those activities	Engaging activities in Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 3, Pg. 363 Seed Investigation • Unit 4, Pg. 118 Raising Tadpoles • Unit 5, Pg. 175 Ant Farm Extension • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
Motivation, initiative, and persistence		
Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells “Watch me! Watch me!” as she walks across the balance beam.)	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? • Soup’s On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! • Unit 6, Pg. 75 Grown-Up Manners
Take the initiative carrying out their own plans and persist until the goal is achieved	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 110 Plan, Do, Review • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
May get frustrated if they cannot carry out their goals to the level of mastery they desire	Waterford helps children learn to manage frustration by providing extra assistance to finish tasks. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination
Symbolic Representation		
Representational process		
Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.)	<ul style="list-style-type: none"> • Soup’s On! <p>Resources:</p> <ul style="list-style-type: none"> • Role Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 9 Block Center • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, “More children have a dog at home than a cat.”)	<ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Calendar/Graph Weather 	<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

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHYSICAL DEVELOPMENT AND HEALTH		
Body Awareness and Control		
Spatial awareness, development of the senses, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education		
Participate in a variety of physical activities to enhance personal health and physical fitness	Resources: <ul style="list-style-type: none"> • Yoga Booklet 	<ul style="list-style-type: none"> • Unit 1, pg. 143 Builders and Bulldozers • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 6, pg. 122 Obstacle Course
Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.)	Resources: <ul style="list-style-type: none"> • Yoga Booklet 	<ul style="list-style-type: none"> • Unit 1, pg. 143 Builders and Bulldozers • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 6, pg. 122 Obstacle Course
Increasingly use eye-hand coordination to perform a variety of tasks	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, pg. 114 Snip, Snip, Cut • Unit 2, pg. 254 Polly Put the Kettle On • Unit 3, pg. 314 Cutting Shapes
Large Muscle Development and Coordination		
Gross motor skills		
Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.)	Resources: <ul style="list-style-type: none"> • Yoga Booklet 	<ul style="list-style-type: none"> • Unit 1, pg. 143 Builders and Bulldozers • Unit 3, pg. 276 Run, Run! Shade or Sun • Unit 4, pg. 42 Birds on a Perch • Unit 5, pg. 233 Slide Like a Snail • Unit 6, pg. 53 Floating Robots • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, pg. 118 Come Rest Awhile (Yoga) • Unit 6, pg. 122 Obstacle Course



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NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Gross motor skills continued</i>		
Increase their strength, balance, flexibility, and stamina	Resources: <ul style="list-style-type: none"> Yoga Booklet 	<ul style="list-style-type: none"> Unit 1, pg. 143 Builders and Bulldozers Unit 3, pg. 276 Run, Run! Shade or Sun Unit 4, pg. 42 Birds on a Perch Unit 5, pg. 233 Slide Like a Snail Unit 6, pg. 53 Floating Robots Unit 6, pg. 108 Exercise Makes Me Better Unit 6, pg. 118 Come Rest Awhile (Yoga) Unit 6, pg. 122 Obstacle Course
Use a variety of materials and equipment in gross motor activities	Resources: <ul style="list-style-type: none"> Yoga Booklet 	<ul style="list-style-type: none"> Unit 1, pg. 143 Builders and Bulldozers Unit 6, pg. 118 Come Rest Awhile (Yoga) Unit 6, pg. 122 Obstacle Course Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce
Small Muscle Development and Coordination		
<i>Fine motor skills</i>		
Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> Unit 1, Pg. 56 Writing Letter A Unit 1, Pg. 60 Turn and Talk Matching Unit 1, pg. 114 Snip, Snip, Cut Unit 2, pg. 254 Polly Put the Kettle On Unit 3, pg. 314 Cutting Shapes
Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> Unit 1, Pg. 56 Writing Letter A Unit 1, Pg. 60 Turn and Talk Matching Unit 1, pg. 114 Snip, Snip, Cut Unit 2, pg. 254 Polly Put the Kettle On Unit 3, pg. 314 Cutting Shapes
Nutrition		
Recognize and eat a variety of nutritious foods	<ul style="list-style-type: none"> Song: Health Healthy Food Resources: <ul style="list-style-type: none"> My Healthy Plate Food Pictures (Healthy Eating) 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating
When asked, are able to name nutritious alternatives	<ul style="list-style-type: none"> Song: Health Healthy Food Resources: <ul style="list-style-type: none"> My Healthy Plate Food Pictures (Healthy Eating) 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Basic Safety		
<p>Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom’s hand, and then crosses the street at the crosswalk.)</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 3, Pg. 337 Emergency! • Unit 3, Pg. 373 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
Self-Care		
<p>Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.)</p>	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 168 Dramatic Play: Dentist’s Office • Unit 7, Pg. 174 Taking Care of My Teeth
CREATIVE EXPRESSION AND AESTHETIC APPRECIATION		
Exploration and Creation of Artistic Works		
Invention and imagination		
<p>Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Music and Dance Activities

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Curiosity and interest		
Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.)	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Music and Dance Activities
Participate in experiences in art, music, creative movement, drama, and dance	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches • Papa’ Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Hi! Notes 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Music and Dance Activities
Confidence		
Display or perform for others and/or talk about what they have made or done	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Party Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes 	<ul style="list-style-type: none"> • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Show an interest in participating in group performances, but may become anxious and choose not to participate	<ul style="list-style-type: none"> • Papa’s Play • Baby’s Ballet 	<ul style="list-style-type: none"> • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
Appreciation of and Response to the Creations of Others and the Natural World		
Awareness and attention		
Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Books: That’s What I Like: A Book About Seasons; Moon Song • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 154 Gallery Talk

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Sense of joy and wonder		
<p>Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Papa’s Play • Baby’s Ballet • Squirrel’s Sketches • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

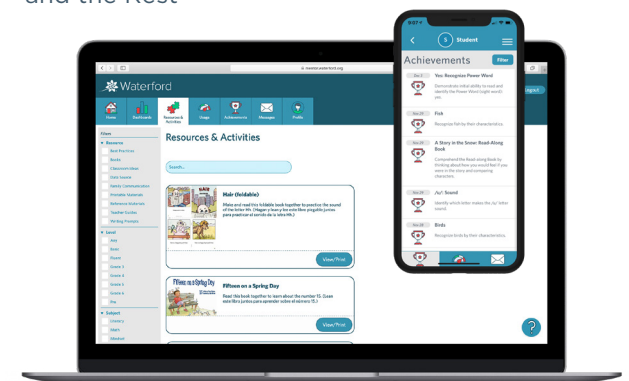
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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