

# CURRICULUM *Correlation*



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

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VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SECTION I—DEVELOPING SELF</b>		
<b>APPROACHES TO LEARNING</b>		
<b>Element 1: Play and Exploration</b>		
<b>Goal 1: Children engage in play to understand the world around them.</b>		
1. Engage solidly in “solitary”, “parallel”, “associative” and “cooperative play” (e.g., play that involves engagement, negotiation and pre-planning)	<ul style="list-style-type: none"> <li>• Books: My Reptile Hospital; Ooey, Gooley Mud; Will You Play With Me?; Play Ball; Can We Still Be Friends?; Friends; Photos for Phil; The Snow Project</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Party Time</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 88 Let’s Play</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
2. Engage in sustained play episodes (e.g., stays in a dramatic play role like “the baby”)	<ul style="list-style-type: none"> <li>• Papa’s Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
3. Practice concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage)	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Introduction, Pg. 9 Block Center; Pg. 17 Writing Center</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
4. Play basic games with rules	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> <li>• Guess My Rule</li> <li>• The Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> </ul>
<b>Element 2: Initiative</b>		
<b>Goal 1: Children show curiosity about the world around them and take action to interact with it and learn.</b>		
1. Demonstrate flexibility, imagination and inventiveness in approaching task and activities through play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1 Pg. 36 Jump Up and Down Transition</li> </ul>
2. Explore and discuss a range of topics, ideas and tasks	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Perfect Present</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Story Time Activities</li> <li>• Introduction, Pg. 9 Block Center; Pg. 11 Computer Center; Pg. 12 Math Center; Pg. 13 Reading Center; Pg. 16 Science Center</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Children show curiosity about the world around them and take action to interact with it and learn <i>continued</i>.</b>		
3. Attempt to master new skills (e.g., riding a bike)	Waterford runs on a dynamic sequence engine that responds to each child’s individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> </ul>
4. Ask questions to find out about future events	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 55 Calendar</li> <li>Unit 1, Pg. 55 Schedule</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
<b>Element 3: Problem Solving</b>		
<b>Goal 1: Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.</b>		
1. Use imagination and creativity to interact with objects and materials	Waterford encourages everyone to have writing, drawing and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>Visual Arts Activities</li> <li>Introduction Pg. 8 Art Center; Pg. 9 Block Center; Pg. 17 Writing Center</li> </ul>
2. Uses a new skill in a variety of contexts	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Length</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> </ul>
3. Engage in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Science Tools</li> <li>Magnets</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
4. Demonstrate appropriate solutions to simple problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6. Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT</b>		
<b>Element 1: Emotions and Self-Regulation</b>		
<b>Goal 1: Children express a range of emotions and regulate their emotional and social responses</b>		
1. Express needs of self and others and stands up for rights of self and others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
2. Make choices and shows understanding of consequences	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> </ul>
3. Independently adapt behavior to fit different expectations and situations	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
4. Participate in small and large group peer selected and adult led activities	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Story Time Activities</li> </ul>
5. Use problem solving skills to compromise and resolve conflicts e.g., offers to trade toy for another, takes turn with another child	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
6. Focus on a self-selected activity or task to completion with adult help	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. .	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
7. Manage transitions with minimal direction from adults	<ul style="list-style-type: none"> <li>• Soup's On</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1 Pg. 36 Jump Up and Down Transition</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Element 2: Self-Awareness</b>		
<b>Goal 1: Children demonstrate an awareness of own personal characteristics, skills and abilities</b>		
1. Express needs of self and others	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Baby's Ball</li> <li>• Boo Hoo Baby</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
2. Stand up for rights of self and others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I'm In Charge of My Body</li> </ul>
3. Make choices and understand consequences	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> </ul>
4. Show confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks	Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
5. Express cultural influences from home, neighborhood and community e.g., celebrating traditions	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
6. Demonstrate an understanding and acceptance of similarities and differences among people e.g., gender, race, special needs, culture, language and family	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three; David Next Door; Seeing Fingers; Noise? What Noise?; In the Rain; The Story Cloth; Duc Tho Le's Birthday Present; Moving Day; Yangshi's Perimeter; Treasures From the Loom; Lorenzo's Llama; Sequoyah's Talking Leaves; Darren's Work</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>



# VERMONT EARLY LEARNING STANDARDS—PRE-SCHOOL 2015

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Element 3: Relationships with Adults and Peers</b>		
<b>Goal 1: Children develop healthy positive relationships with adults and peers</b>		
1. Play and cooperate with other children sharing objects, conversations, and ideas	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 1, Pg. 88 Let’s Play</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
2. Respect the rights of others recognizing their feelings and responding with courtesy and kindness	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own..	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
3. Accept guidance and direction from familiar adults and seeks their support when needed	<ul style="list-style-type: none"> <li>• Where’s Papa?</li> <li>• Find Me!</li> <li>• Mama’s Melody</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
4. Suggest solutions to social problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
<b>GROWING, MOVING, AND BEING HEALTHY</b>		
<b>Element 1: Motor Development and Coordination</b>		
<b>Goal 1: Children develop strength, coordination, and control of their large muscles.</b>		
1. Exhibit motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping)	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, pg. 42 Birds on a Perch</li> <li>• Unit 5, pg. 233 Slide Like a Snail</li> <li>• Unit 6, pg. 53 Floating Robots</li> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul>



# VERMONT EARLY LEARNING STANDARDS—PRE-SCHOOL 2015

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Children develop strength, coordination, and control of their large muscles <i>continued</i>.</b>		
2. Demonstrate motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle)		<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, pg. 122 Obstacle Course</li> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
3. Move through space showing awareness of own body in relation to other people and objects	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 5, pg. 233 Slide Like a Snail</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul>
4. Manipulate balls or similar objects with flexible body movements (e.g., bounce and catch a ball)		<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, pg. 122 Obstacle Course</li> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
<b>Goal 2: Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.</b>		
1. Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> <li>• Unit 1, pg. 114 Snip, Snip, Cut</li> <li>• Unit 2, pg. 254 Polly Put the Kettle On</li> <li>• Unit 3, pg. 314 Cutting Shapes</li> </ul>
2. Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> <li>• Unit 1, pg. 114 Snip, Snip, Cut</li> <li>• Unit 2, pg. 254 Polly Put the Kettle On</li> <li>• Unit 3, pg. 314 Cutting Shapes</li> </ul>
<b>Element 2: Health and Safety Practices</b>		
<b>Goal 1: Children develop healthy eating habits and knowledge of good nutrition.</b>		
1. Eat a variety of nutritious foods	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>





# VERMONT EARLY LEARNING STANDARDS—PRE-SCHOOL 2015

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Children develop healthy eating habits and knowledge of good nutrition <i>continued</i>.</b>		
2. Distinguish food on a continuum from most healthy to less healthy	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>My Healthy Plate</li> <li>Food Pictures (Healthy Eating)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> </ul>
3. Assist adults to prepare healthy snacks and meals	<ul style="list-style-type: none"> <li>Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 5, Pg. 243 Worm Cups</li> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
4. Communicate food preferences	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Lumpy Mush</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
5. Sort food into food groups and communicate benefits of healthy foods	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>My Healthy Plate</li> <li>Food Pictures (Healthy Eating)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> </ul>
<b>Goal 2: Children develop personal health and self-care habits, and become increasingly independent.</b>		
1. Communicate with words or sign language to ask adults or peers specifically for the kind of help needed in a particular situation	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> </ul>
2. Independently start and participate in sleep routines		<ul style="list-style-type: none"> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>
3. Communicate ways sleep keeps us healthy and makes us feel good	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>
4. Communicate how daily activity and healthy behavior promote overall personal health with some support	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Healthy Food</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>
5. Independently complete personal care tasks (e.g., brushing teeth, toileting, washing hands)	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Teeth</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> <li>unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>



# VERMONT EARLY LEARNING STANDARDS—PRE-SCHOOL 2015

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 2: Children develop personal health and self-care habits, and become increasingly independent <i>continued</i>.</b>		
6. Explain the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings	<ul style="list-style-type: none"> <li>Teeth</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 18 Listening to My Body</li> <li>Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> </ul>
7. Recognize and communicate when experiencing pain or symptoms of illness	<ul style="list-style-type: none"> <li>Germs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
8. Participate in structured and unstructured physical activities	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, pg. 143 Builders and Bulldozers</li> <li>Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, pg. 42 Birds on a Perch</li> <li>Unit 5, pg. 233 Slide Like a Snail</li> <li>Unit 6, pg. 53 Floating Robots</li> <li>Unit 6, pg. 108 Exercise Makes Me Better</li> <li>Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>Unit 6, pg. 122 Obstacle Course</li> </ul>
<b>Goal 3: Children develop the ability to identify unsafe situations, and use safe practices.</b>		
1. Avoid potentially dangerous behaviors (e.g., do not take medicine or cross road without adult assistance)	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
2. Follow basic safety rules and show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance	<ul style="list-style-type: none"> <li>Song: Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 337 Emergency!</li> <li>Unit 3, Pg. 373 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal 3: Children develop the ability to identify unsafe situations, and use safe practices <i>continued</i>.</p>		
<p>3. Identify adults in their communities who can keep them safe (e.g., police, firefighter)</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> </ul>
<p>4. Communicate an understanding of the importance of health and safety routines and rules</p>	<ul style="list-style-type: none"> <li>• Songs: Health; Sun Blues</li> <li>• Book: The Germs; We All Exercise</li> <li>• Exercise and Rest</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 337 Emergency!</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
<p>5. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations</p>	<ul style="list-style-type: none"> <li>• Songs: Health; Sun Blues</li> <li>• Book: The Germs; We All Exercise</li> <li>• Exercise and Rest</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 337 Emergency!</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SECTION II—COMMUNICATION AND EXPRESSION</b>		
<b>LANGUAGE DEVELOPMENT</b>		
<b>Element 1: Receptive Language (Listening)</b>		
<b>Goal 1: Young children attend to, comprehend, and respond to increasingly complex language.</b>		
<p>1. Follow multistep directions especially when these are familiar activities (e.g., steps in getting ready to play outdoors)</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
<p>2. Demonstrate an understanding of complex statements having 1 or 2 phrases (e.g., Please put the toothbrush in the box under the sink)</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
<p>3. Demonstrate an understanding of different language forms such as questions and exclamations</p>	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
<p>4. Demonstrate through conversation comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary)</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>



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VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Element 2: Expressive Language (Speaking)</b>		
<b>Goal 1: Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.</b>		
1. Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as “My teacher, who likes dogs, is nice”)	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 179 Power I</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
2. Engage in storytelling	<ul style="list-style-type: none"> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
3. Combine 5-8 words into sentences.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
4. Use different forms of language for different purposes		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
5. Use abstract and increasingly detailed and varied vocabulary when speaking (e.g., use “turquoise” rather than “blue” or “I want to fly into space when I grow up”)	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
<b>Element 4: Social Rules of Language</b>		
<b>Goal 1: Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.</b>		
1. Listen and respond on topic during longer conversations with others and in group discussions	Social-emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
2. Use simpler language when talking with younger children	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> </ul>	
3. Initiate conversations with others and maintain topic of conversation 2-4 turns	Social-emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>



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VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language <i>continued</i>.</b>		
4. If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
<b>Element 6: Dual Language Learners—Receptive and Expressive English Language Skills</b>		
<b>Goal 1: Young children whose home language is not English, demonstrate the ability to listen, understand, and respond to increasing more complex spoken English.</b>		
Uses one or two word sentences to communicate ideas, needs, and feelings (e.g., “Play cars.”)	Social-emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 21 Supporting Dual Language Learners</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Memorize and say frequently heard phrases (e.g., “I like pizza.” “How are you?”)	Waterford helps develop children’s vocabulary asking them to respond orally, sing along with songs, and follow directions.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 21 Supporting Dual Language Learners</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
<b>LITERACY DEVELOPMENT</b>		
<b>Element 1: Foundational Reading Skills</b>		
<b>Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.</b>		
<i>Print Concepts</i>		
1. Indicate where to start reading on a page and how to move across and down a page.	All online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
2. Demonstrate knowledge of the association between written words and spoken words	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
3. Display book handling skills	<ul style="list-style-type: none"> <li>• Print Concepts Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness</i>		
4. Segment syllables in spoken words with modeling and assistance	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul>
5. Determine if two words rhyme	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
6. With modeling and assistance, segment onsets and rimes of single syllable spoken words	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> <li>• Letter Sound Eliminator</li> <li>• Blending Dragon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 4 Listening Activity: Action Words</li> <li>• Onset-Rime</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> </ul>
<i>Phonics and Word Recognition</i>		
7. Associate some letters of the alphabet with their specific sounds	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonics and Word Recognition continued</i>		
8. Identify words that start with the same letter as their name	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Name Game</li> <li>• ABC Songs</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
<i>Fluency</i>		
9. Pretend to read a familiar book using language from the text and reading-like intonation	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> </ul>
<b>Element 2: Reading—2A: Engagement with Literature and Informational Text</b>		
<b>Goal 1: Children develop “book language” and demonstrate comprehension.</b>		
1. Identify characters and setting in a story read aloud	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
2. Use story title, pictures, content and prior knowledge to predict story content	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Print Concepts Introduction</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> </ul>
3. Make connections between stories and real-life experiences	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> </ul>



VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Children develop “book language” and demonstrate comprehension <i>continued</i>.</b>		
4. Retell or re-enact a familiar story in the correct sequence of a familiar story’s major events with prompting and support	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>• Dramatic Play Activities</li> </ul>
5. Ask and answer questions about the characters and major events of a story with prompting and support	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Picture Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>Element 3: Writing</b>		
<b>Goal 1: Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.</b>		
1. Use writing and drawing for various purposes, such as giving information, narrating stories, or giving an opinion	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Visual Arts Activities</li> </ul>
2. Copy, trace, or independently write letters or words	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Trace)</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> </ul>
3. Print or copy own name and identify some of the letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Trace (Letter Trace)</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>



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VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p><b>Goal 1: Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions <i>continued</i>.</b></p>		
<p>4. Use “sound spelling” (use initial sound of word and other letters to represent sounds heard in the word)</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Initial Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
<p>5. Participate in shared writing experiences (e.g., contributing ideas to a story)</p>	<p>Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
<p><b>Element 4: Dual Language Learners—Literacy in English</b></p>		
<p><b>Goal 1: Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.</b></p>		
<p>The continuum of literacy development of young Dual Language Learners who are learning their home language and English somewhat resembles the literacy development of English-only speakers described in Elements 1, 2, and 3 of the Vermont Early Learning Standards.</p>	<p>Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase. Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 21 Supporting Dual Language Learners</li> </ul>
<p><b>CREATIVE ARTS AND EXPRESSION</b></p>		
<p><b>Element 1: Visual Arts</b></p>		
<p><b>Goal 1: Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.</b></p>		
<p>1. Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
<p>2. Independently plan and complete artistic creations such as drawings, paintings, collages</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>

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<p>Goal 1: Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others <i>continued</i>.</p>		
<p>3. Discuss own artistic creations and those of others</p>	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
<p>4. Show appreciation for different art forms and the creative work of others</p>	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
<p><b>Element 2: Music</b></p>		
<p>Goal 1: Children engage in making and listening to music as a vehicle for expression and learning.</p>		
<p>1. Experiment with musical instruments</p>	<ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>
<p>2. Recall and imitate different musical tones, rhythms, as they make music</p>	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
<p>3. Express creativity through music</p>	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>• Music and Dance Activities</li> </ul>
<p>4. Participate in music activities such as clapping, stomping, listening or singing</p>	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• ABC Songs</li> <li>• Sound Songs</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Element 3: Theatre (Dramatic Play)</b>		
<b>Goal 1: Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.</b>		
1. Initiate role-playing experiences and playing with props and costumes	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
2. Use dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> <li>• Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
3. Use various facial expressions and voice inflections when playing a character	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> <li>• Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
4. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations	<ul style="list-style-type: none"> <li>• Mama's Melody</li> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> <li>• Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
5. Experience perspective of others through sociodramatic play	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> <li>• Guess How I'm Feeling</li> <li>• Lots of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Element 4: Dance</b>		
<b>Goal 1: Children use movement to creatively express their ideas and feelings and to learn.</b>		
1. Move to different patterns of beat and rhythm in music	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> <li>• Book: Movin’ to the Music Time</li> </ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Listen to the Beat</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> </ul>
2. Express what is felt and heard in various musical tempos and styles	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
3. Use creative movement to express concepts, ideas, or feelings	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
4. Repeat choreographed movements and begin to create own movements	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

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<b>SECTION III—LEARNING ABOUT OUR WORLD</b>		
<b>MATHEMATICS</b>		
<b>Element 1: Number Sense, Quantity, and Counting</b>		
<b>Goal 1: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.</b>		
1. Recite numbers to 20 in sequence with only occasional errors	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Number Counting</li> <li>Order Numbers</li> <li>Counting Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
2. Say the next number that comes before or after in a sequence of 1-10	<ul style="list-style-type: none"> <li>Songs: Counting On; Counting Backward</li> <li>Book: A Space Adventure</li> <li>Counting Songs</li> <li>Number Instruction</li> <li>Number Counting</li> <li>Order Numbers</li> <li>Number Chart</li> <li>Count On</li> <li>Count Down</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 2, pg. 261 Make One More</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> <li>Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>Unit 7, Pg. 180 Build One More</li> <li>Unit 7, Pg. 229 Build One Less</li> </ul>
3. Count a group of up to 10 objects and understand that the last number represents the number of objects in the group	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Math Books</li> <li>Number Instruction</li> <li>Bug Bits</li> <li>Make and Count Groups</li> <li>One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
4. Quickly identify number of 1-5 objects without counting	<ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Bug Bits</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Subitizing Dot Cards</li> <li>Subitizing Hand Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> </ul>
5. Read numerals up to 10 and connect them to the quantities they represent	<ul style="list-style-type: none"> <li>Math Books</li> <li>Number Instruction</li> <li>Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Read and Write Number Activities</li> </ul>



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<b>Goal 1: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities <i>continued</i>.</b>		
6. Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal)	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> </ul>
<b>Element 2: Number Relationships and Operations</b>		
<b>Goal 1: Children increasingly use numbers to describe relationships and to solve mathematical problems.</b>		
1. Use simple strategies to solve mathematical problems and communicate how they solved the problems	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Circus Subtraction; Addition; On the Bayou</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
2. Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Circus Subtraction; Addition; On the Bayou</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
3. Match two equal sets using one-to-one correspondence and understand they are the same	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> </ul>

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<b>Goal 1: Children increasingly use numbers to describe relationships and to solve mathematical problems <i>continued</i>.</b>		
<p>4. Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal)</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> </ul>
<b>Element 3: Measurement, Classification, and Data</b>		
<b>Goal 1: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.</b>		
<p>1. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., “I put all the big black buttons in this pile and the small black ones there.”)</p>	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; All Sorts of Laundry; Let’s Compare</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Length</li> <li>• Capacity</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>
<p>2. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set</p>	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest; Let’s Compare</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<p>3. Classify familiar objects into categories (e.g., fruits or vegetables)</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>





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<p><b>Goal 1: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines <i>continued</i>.</b></p>		
4. Order objects by size or length (i.e., seriation)	<ul style="list-style-type: none"> <li>• Song: Large, Larger, Largest</li> <li>• Order Size</li> <li>• Length</li> <li>• Short and Tall</li> <li>• Big and Little</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> </ul>
5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long)	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Let's Compare</li> <li>• Length</li> <li>• Measurement Tools</li> <li>• Short and Tall</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
6. Use terms such as before, after, now, later, tomorrow, and yesterday accurately	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: I Can't Wait; Mr. Romano's Secret: A Time Story</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>
<p><b>Element 4: Geometry and Spatial Reasoning</b></p>		
<p><b>Goal 1: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.</b></p>		
1. Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.")	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
2. Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Unit 3, Pg. 348 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> </ul>

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<b>Goal 1: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning <i>continued</i>.</b>		
3. Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
4. Follow simple directions related to relative position (beside, between, next to, etc.)	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
5. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes	<ul style="list-style-type: none"> <li>• Puzzle Game</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 12 Math Center</li> </ul>
<b>SCIENCE</b>		
<b>Element 1: Physical Science</b>		
<b>Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.</b>		
1. Use evidence to discuss what makes something move the way it does and how some movements can be controlled	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Gravity</li> <li>• Books: Mr. Mario’s Neighborhood; Up and Down</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
2. Describe objects by their physical properties and states of matter	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter; Rocks</li> <li>• Book: Pancakes Matter</li> <li>• Solid and Liquid</li> <li>• States of Water</li> <li>• Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>



# VERMONT EARLY LEARNING STANDARDS—PRE-SCHOOL 2015

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations <i>continued.</i></b>		
3. Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids	<ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Book: Pancakes Matter</li> <li>• Solid and Liquid</li> <li>• States of Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>
4. Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound)	<ul style="list-style-type: none"> <li>• Book: What Sounds Say</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 105 Pouring Sounds</li> <li>• Unit 1, Pg. 117 Jar Symphony</li> <li>• Unit 1, Pg. 118 Sound Order</li> </ul>
5. Demonstrate the relationship between shadows, the objects that make them, and the light source	<ul style="list-style-type: none"> <li>• Books: My Family Campout; Thump, Bump!</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 279 Shadow Theater</li> </ul>
<b>Element 2: Life Sciences</b>		
<b>Goal 1: Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.</b>		
1. Describe how plants and animals, including people, grow and change over time.	<ul style="list-style-type: none"> <li>• Song: Plants Are Growing</li> <li>• Book: A Seed Grows</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Birds</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul>
2. Explain how animals including people use their senses to gather information (e.g., noses are for smelling)	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?</li> </ul>



## VERMONT EARLY LEARNING STANDARDS—PRE-SCHOOL 2015

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations <i>continued</i>.</b>		
3. Describe how baby animals are similar yet different from their parents	<ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> </ul>	
4. Discuss how animals meet their needs for shelter (e.g., birds build nests)	<ul style="list-style-type: none"> <li>• Books: Where In the World Would You Go Today?; The Mitten; Winter Snoozers; The Big Mitten</li> <li>• Deserts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 37 Dramatic Play: Bird Nest</li> </ul>
<b>Element 3: Earth and Space Sciences</b>		
<b>Goal 1: Children construct concepts about Earth’s systems, the impacts of human activity on these systems, and Earth’s place in the universe through observations, exploration, and investigations.</b>		
1. Record daily weather (e.g., sunny, rainy, snowy)	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
2. Describe patterns of weather over time (e.g., in the winter it is cold and snowy)	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
3. Recycle materials appropriately (e.g., compost food scraps)	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>	
4. Investigate and ask questions about the properties of earth materials including water, soil, rocks, and sand.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Water</li> <li>• Book: Mela’s Water Pot</li> <li>• Materials</li> <li>• Magnets</li> <li>• Rocks</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Element 4: Engineering Design</b>		
<b>Goal 1: Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.</b>		
1. Draw pictures that represent physical structures	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 16 Science Center</li> <li>• Visual Arts Activities</li> </ul>
2. Follow a simple visual plan to construct a structure	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
3. Ask why and how questions to figure out how objects work	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Push and Pull</li> <li>• Science Investigation</li> <li>• Push and Pull</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• How Things Work</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
4. Use simple tools to construct solutions to problems	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: Milton’s Mittens</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
5. Use classroom objects in novel ways to enhance child-directed play	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
<b>SOCIAL STUDIES</b>		
<b>Element 1: Inquiry</b>		
<b>Goal 1: Children make sense of the world around them by actively gathering and interpreting information.</b>		
1. Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
2. Collect, describe and record information through discussions, simple drawings, maps and charts	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: Milton’s Mittens; One More Cat</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 138 Crunchy and Soggy Snack</li> <li>• Unit 2, Pg. 176 Smell Survey</li> </ul>



# VERMONT EARLY LEARNING STANDARDS—PRE-SCHOOL 2015

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Goal 1: Children make sense of the world around them by actively gathering and interpreting information <i>continued</i>.</b>		
3. Describe and discuss predictions, explanations and generalizations based on past experience	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: Pancakes Matter; Warm Soup for Dedushka; Mr. Romano’s Secret: A Time Story</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<b>Element 2: Family and Community; Civics, Government, &amp; Society</b>		
<b>Goal 1: Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.</b>		
1. Identify various groups they belong to (e.g., family, class, neighborhood)	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
2. Define group membership according to different contexts (e.g., class member, family members, T-ball team)	<ul style="list-style-type: none"> <li>• Books: Play Ball; Mine; José Three; The Boonville Nine; Making the Team</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
3. Describe their own family structure and family roles	<ul style="list-style-type: none"> <li>• Books: Play Ball; Mine; José Three; My Super Sticky Sandwich</li> <li>• Come Inside</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
4. Act as citizens by demonstrating positive interactions with group members	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, Pg. 31 Clean Up and Center Review</li> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 2, Pg. 232 Wash the Tables!</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> </ul>
5. Explain the need for rules in a variety of settings (e.g., home, classroom, playground), and for laws in the community	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal 1: Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society <i>continued</i>.</p>		
<p>6. Describe roles and responsibilities of various occupations in their community (e.g., policeman, teachers, librarians)</p>	<ul style="list-style-type: none"> <li>• Book: Mr. Romano’s Secret: A Time Story</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> </ul>
<p><b>Element 3: Physical &amp; Cultural Geography</b></p>		
<p>Goal 1: Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others’ cultures.</p>		
<p>1. Identify features of the physical environment around them (e.g., roads, buildings, bodies of water)</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Four Ecosystems</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<p>2. Describe or draw features of the geography of their classroom, home, and community</p>	<p>• Waterford encourages everyone to have writing, drawing and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<p>3. Explain that people share the environment with other people, animals, and plants</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation</li> <li>• Care of Earth</li> </ul>	
<p>4. Describe ways people can help take care of the environment (e.g., recycle)</p>	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	
<p>5. Point out own physical and family characteristics and those of others</p>	<ul style="list-style-type: none"> <li>• Book: Mine; José Three</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Goal 1: Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures <i>continued</i>.</p>		
<p>6. Respect physical and cultural differences of others</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"> <li>• Sing Around the World Songs</li> <li>• Books: Seeing Fingers; Noise? What Noise?; David Next Door; In the Rain; Duc Tho Le's Birthday Present; Lorenzo's Llama; Treasures From the Loom; The Story Cloth; Yangshi's Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<p><b>Element 4: History</b></p>		
<p>Goal 1: Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.</p>		
<p>1. Differentiate between past, present, and future</p>	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: Where in the World Would You Go Today?; I Can't Wait</li> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
<p>2. Describe events that happened in the past (e.g., family or personal history)</p>	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: The Watermelon Seed; The Brothers; Mr. Lucky Straw; The Old Maple Tree</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
<p>3. Explain how people live and what they do changes over time</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>





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VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p><b>Goal 1: Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present <i>continued</i>.</b></p>		
<p>4. Use concepts of before, after, yesterday, tomorrow with good accuracy</p>	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: Mr. Romano’s Secret: A Time Story; Where in the World Would You Go Today?; I Can’t Wait</li> <li>• Calendar/Graph Weather</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>
<p>5. Describe sequence of routines (e.g., getting ready to go outside) practiced in the past with good accuracy</p>	<ul style="list-style-type: none"> <li>• Books: Marty’s Mixed-Up Mom; Mr. Romano’s Secret: A Time Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Clean Up and Center Review</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> </ul>
<p><b>Element 5: Economics</b></p>		
<p><b>Goal 1: Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.</b></p>		
<p>1. Describe how people interact economically (e.g., use money to purchase things or services)</p>	<ul style="list-style-type: none"> <li>• Songs: Save Your Pennies; Money</li> <li>• Books: Follow the Apples; Bugs For Sale</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<p>2. Describe roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer)</p>	<ul style="list-style-type: none"> <li>• Books: Mr. Romano’s Secret: A Time Story; My Reptile Hospital; Play Ball; Yangshi’s Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> </ul>
<p>3. Identify basic needs people have (e.g., food, clothing)</p>	<ul style="list-style-type: none"> <li>• Songs: Health; Food from Plants</li> <li>• Books: Everybody Needs to Eat; Whatever the Weather</li> <li>• Healthy Food</li> <li>• Food from Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 27 Digesting Food</li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

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

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

### Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

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

## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

## SPANISH FAMILY ENGAGEMENT RESOURCES

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

### SONGS

#### Beginning Math Songs

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

#### Nursery Songs and Rhymes

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

#### Beginning Reading Songs

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

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

### WEEKLY HOMELINK NEWSLETTERS

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

### MATH HOMELINK NEWSLETTERS

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

### SCIENCE HOMELINK NEWSLETTERS

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

### READING HOMELINK NEWSLETTERS

#### Alphabet Knowledge

#### Comprehension and Vocabulary

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

#### Readiness Skills Letters

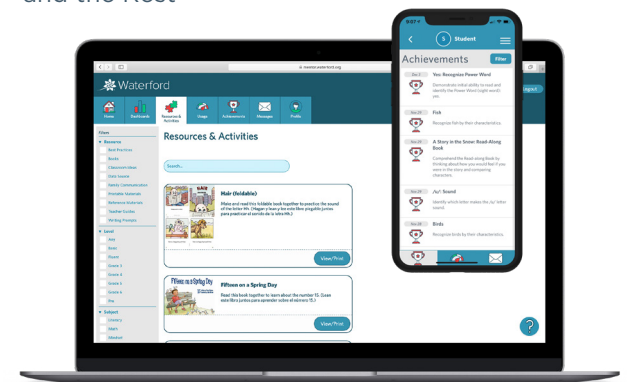
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

#### Phonological Awareness Letters

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

## WATERFORD MENTOR

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



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