

# CURRICULUM *Correlation*



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

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| WISCONSIN STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <b>I. HEALTH AND PHYSICAL DEVELOPMENT</b>  |   |  |
| <b>A. PHYSICAL HEALTH AND DEVELOPMENT: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.</b> |   |  |
| A.EL.1a. Demonstrates behaviors to meet self-help and physical needs. <i>Sleep</i>   | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>  |
| A.EL.1b. Demonstrates behaviors to meet self-help and physical needs. <i>Dressing</i>  |   | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>  |
| A.EL.1c. Demonstrates behaviors to meet self-help and physical needs. <i>Toileting</i>   |   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> </ul>   |
| A.EL.1d. Demonstrates behaviors to meet self-help and physical needs. <i>Eating</i>  | <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>   |
| A.EL.2 Demonstrates behaviors to meet safety needs.  | <ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities 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> |
| A.EL.3 Demonstrates a healthy life style.  | <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> <li>• Teeth</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 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> </ul>  |

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| <b>B. MOTOR DEVELOPMENT: Children in Wisconsin will develop and refine their use of small and gross motor skills.</b> |   |  |
| B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance. Purpose and Coordination      |   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <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> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul> |
| B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance. Balance and Strength          |   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <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> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul> |
| B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.                                   | Interaction with Waterford software requires children to manipulate a mouse or touchpad. The daily use of a touch pad or mouse helps develop eye-hand coordination, hand strength, and dexterity. | <ul style="list-style-type: none"> <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> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>   |

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|--|---|--|
| <b>C. SENSORY ORGANIZATION: Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.</b> |   |  |
| <p>C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.</p>   | <ul style="list-style-type: none"> <li>• Songs: Five Senses; I Am Part of All I See; Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal</li> <li>• Book: A Seed Grows</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul> |
| <b>II. SOCIAL AND EMOTIONAL DEVELOPMENT</b>  |   |  |
| <b>A. EMOTIONAL DEVELOPMENT: Children in Wisconsin will demonstrate emotional competence and self regulation.</b>  |   |  |
| <p>A.EL. 1 Expresses a wide range of emotions.</p>   | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> <li>• Soup's On!</li> <li>• Lost and Found</li> <li>• Where's Papa</li> <li>• Clubhouse</li> <li>• My Family</li> <li>• Lost Dinosaur</li> <li>• Broken Lamp</li> <li>• Noisy Children</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>   |

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|--|---|--|
| <b>A. EMOTIONAL DEVELOPMENT: Children in Wisconsin will demonstrate emotional competence and self regulation <i>continued</i>.</b>       |   |  |
| A.EL. 2 Understands and responds to others' emotions.  | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby's Ball</li> <li>• Papa's Thumb</li> <li>• Noisy Children</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>  |
| <b>B. SELF-CONCEPT: Children in Wisconsin will have a personal sense of well being.</b>  |   |  |
| B.EL. 1 Develops positive self-esteem.   | <ul style="list-style-type: none"> <li>• Books: Mine; Grandpa's Great Athlete</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>  |
| B.EL. 2 Demonstrates self-awareness.   | <ul style="list-style-type: none"> <li>• Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Goopy Mud; Lumpy Mush; Jose Three; Play Ball; Movin to the Music Time</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>   |
| <b>C. SOCIAL COMPETENCE: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.</b> |   |  |
| C.EL. 1 Demonstrates attachment, trust, and autonomy.  | <ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 375 Trusted Adults</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> |
| C.EL. 2 Engages in social interaction and plays with others.   | <ul style="list-style-type: none"> <li>• Clubhouse</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>  | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <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> </ul>   |

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| <b>C. SOCIAL COMPETENCE: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems</b><br><i>continued.</i> |   |  |
| C.EL. 3 Demonstrates understanding of rules and social expectations.   | <b>Resources:</b> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> <li>• Please and Thank You!</li> <li>• What Would You Do?</li> <li>• Role Play</li> </ul>       | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul> |
| C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict.   | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>  |
| <b>III. LANGUAGE DEVELOPMENT AND COMMUNICATION</b>   |   |  |
| <b>A. LISTENING AND UNDERSTANDING: Children in Wisconsin will convey and interpret meaning through listening and understanding.</b>                          |   |  |
| A.EL. 1 Derives meaning through listening to communications of others and sounds in the environment.   | Social Emotional videos model conversations and discussions between various characters as they listen and respond to each other.  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 17 Listening Song</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> </ul>   |
| A.EL. 2 Listens and responds to communications with others.  | Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>   |
| A.EL. 3 Follows directions of increasing complexity.   | Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 17 Listening Song</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> </ul>   |

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|--|---|--|
| <b>B. SPEAKING AND COMMUNICATING: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.</b>   |   |  |
| B. EL. 1 Uses gestures and movements (non-verbal) to communicate.  | <ul style="list-style-type: none"> <li>• Books: Noise? What Noise?; David Next Door</li> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I am Feeling</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Guess How I’m Feeling</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> </ul>  |
| B. EL. 2a Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure) | <ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Nouns; Verbs</li> <li>• Sentences</li> <li>• Nouns</li> <li>• Verbs</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul> |
| B. EL. 2b Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination)                                  | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Journal Activities</li> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>  |
| B. EL. 2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)  | Social Emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.        | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Dramatic Play Activities</li> </ul>   |



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| <b>C. EARLY LITERACY: Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.</b> |  |   |
| C. EL. 1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.  | <ul style="list-style-type: none"> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Blend Decodable Words</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Where Is the Sound?</li> <li>• One, Two, Three Sounds</li> <li>• Phoneme Segmentation</li> <li>• Change One Sound</li> <li>• Blend Onset/Rime Sounds</li> <li>• Rhyme</li> <li>• Rhyming Words</li> <li>• Rhyme Match</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>   |
| C. EL. 2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language.                | <ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel’s Sound Song</li> <li>• Name That Letter Sound</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Letter Pictures</li> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Distinguish Letters</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>          | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 72 Andy’s Adventure: Short and Long Words and Letter Sound /a/</li> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul> |
| C. EL. 3 Shows appreciation of books and understands how print works.   | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality Introduction</li> <li>• Read with Me Books</li> <li>• Picture Story</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>  |
| C. EL. 4 Uses writing to represent thoughts or ideas.   | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>   |

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| <b>IV. APPROACHES TO LEARNING</b>  |   |  |
| <b>A. CURIOSITY, ENGAGEMENT, AND PERSISTENCE: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.</b> |   |  |
| A.EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences.   | Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>  |
| A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.    | Waterford activities include many learning styles as students are encouraged verbally to “Say it with me!” or kinesthetically to “Trace the letter with your finger” or “Clap the syllables you hear”. The engaging graphics provide memorable visual presentations, while social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>  |
| A.EL. 3 Exhibits persistence and flexibility.  | Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul> |

| WISCONSIN STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>B. CREATIVITY AND IMAGINATION: Children in Wisconsin will use invention, imagination, and play to extend their learning.</b>  |  |  |
| B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.  | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Perfect Present</li> <li>• Soup’s On!</li> <li>• Materials</li> <li>• Create Your Own Environment: Mammals; Worms; Fish; Insects; Water; Precipitation; Constellations; Birds; Spiders; Winter; Plants; Amphibians</li> </ul>     | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</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>  |
| B. EL. 2 Expresses self creatively through music, movement, and art.   | <ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Squirrel’s Sketches</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>• Music and Dance Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play Music Shop</li> <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>   |
| <b>C. DIVERSITY IN LEARNING: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.</b> |  |  |
| C. EL. 1 Experiences a variety of routines, practices, and languages.  | <ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Books: Tortillas, Tortillas; José Three; Moving Day; Duc Tho Le’s Birthday Present; The Story Cloth; Yangshi’s Perimeter; Mr. Lucky Straw; La Tortuga; Lizard and the Painted Rock; Lorenzo’s Llama; Treasures From the Loom; Sequoyah’s Talking Leaves</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>   |
| C. EL. 2 Learns within the context of his/her family and culture.  | 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 1, Pg. 4 The Name Song</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul> |

| WISCONSIN STANDARDS  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <p><b>C. DIVERSITY IN LEARNING:</b> Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles <i>continued</i>.</p>   |  |  |
| <p>C. EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p>   | <p>Waterford activities include many learning styles as students are encouraged verbally to “Say it with me!” or kinesthetically to “Trace the letter with your finger” or “Clap the syllables you hear”. The engaging graphics provide memorable visual presentations, while social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p> |  |
| <p><b>V. COGNITION AND GENERAL KNOWLEDGE</b></p>   |  |  |
| <p><b>A. EXPLORATION, DISCOVERY, AND PROBLEM SOLVING:</b> Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.</p> |  |  |
| <p>A. EL. 1 Uses multi-sensory abilities to process information.</p>   | <p>Activities in Waterford are aural and visual with text shown and highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor.</p>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Sensory Table</li> <li>• Dance Activities</li> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <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> |
| <p>A. EL. 2 Understands new meanings as memory increases.</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 popup 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>                               |
| <p>A. EL. 3 Applies problem solving skills.</p>  | <p>Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>  |

| WISCONSIN STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>B. MATHEMATICAL THINKING: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.</b> |   |  |
| B. EL. 1 Demonstrates an understanding of numbers and counting.   | <ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-One Correspondence</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 335 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>                              |
| B. EL. 2 Understands number operations and relationships.   | <ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Act Out Addition</li> <li>• Add Groups</li> <li>• Subtraction</li> <li>• Act Out Subtraction</li> <li>• Subtract Groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>• Unit 2, Pg. 208 Pizza Chef Mat</li> <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> |
| B. EL. 3 Explores, recognizes, and describes, shapes and spatial relationships.   | <ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites; Get Over the Bugs; Positioning</li> <li>• Books: The Shape of Things; Imagination Shapes; Up in the Air; Monster Trucks</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Position</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 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. 338 Sort It Out</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>                   |

| WISCONSIN STANDARDS   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>B. MATHEMATICAL THINKING:</b> Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning <i>continued</i> . |   |   |
| B. EL. 4 Uses the attributes of objects for comparison and patterning.  | <ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than; Train Station Patterns; Savanna Size; Large, Larger, Largest</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Capacity</li> <li>• Tall and Short</li> <li>• Order Size</li> <li>• Length</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg., 59 ABC Patterns</li> </ul> |
| B. EL. 5 Understands the concept of measurement.  | <ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Measurement Tools</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>   |
| B. EL. 6 Collects, describes, and records information using all senses.   | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Five Senses</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>   |

| WISCONSIN STANDARDS  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <b>C. SCIENTIFIC THINKING: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.</b> |   |  |
| C. EL. 1 Uses observation to gather information.   | <ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Calendar/Graph Weather</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>                   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>  |
| C. EL. 2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.   | <ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Science Tools</li> <li>• Observe a Simple System</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul> |
| C. EL. 3 Hypothesizes and makes predictions.   | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method. Moon Song; Seasons</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Peek at the Story</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 6, Pg. 38 Dramatic Play: To the Moon!</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>   |
| C. EL. 4 Forms explanations based on trial and error, observations, and explorations.  | <ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Capacity</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</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> <li>• Unit 7, Pg. 141 Tool Workshop</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](https://www.waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](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

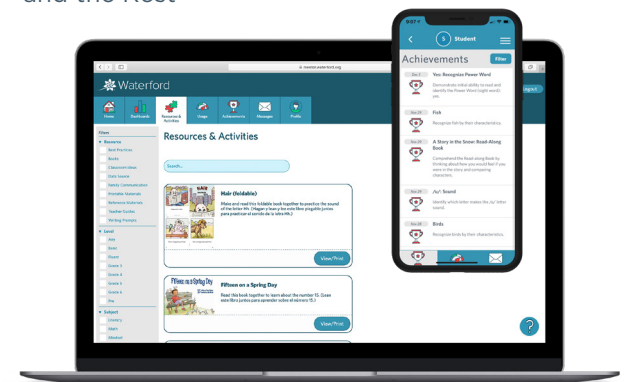
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### 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).