

CURRICULUM *Correlation*



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

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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
I. PHYSICAL DEVELOPMENT DOMAIN		
A. HEALTH AND WELLBEING		
a. Active Physical Play		
1. Engages in physical activities with increasing balance, coordination, endurance and intensity Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest 	<ul style="list-style-type: none"> Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 199 Dramatic Play: Circus School Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile
b. Safety		
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities Benchmark a: Consistently follows basic safety rules independently across different situations	<ul style="list-style-type: none"> Song: Sun Blues <p>Resources:</p> <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety Activities for Kids 	<ul style="list-style-type: none"> Unit 3, Pg. 336 Tuesday Story: Call For Help Unit 3, Pg. 339 Emergency! Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
Benchmark b: Identifies consequences of not following safety rules		<ul style="list-style-type: none"> Unit 3, Pg. 287 Sun Safe Song Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
c. Personal Care Routines		
1. Responds to and initiates care routines that support personal hygiene Benchmark a: Initiates and completes familiar hygiene routines independently		<ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing Unit 6, Pg. 79 Bath Time Unit 7, Pg. 174 Taking Care of My Teeth
d. Feeding and Nutrition		
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices Benchmark a: Assists adults in preparing simple foods to serve to self or others		<ul style="list-style-type: none"> Unit 1, Pg. 60 All Kinds of Apples Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
Benchmark b: Recognizes nutritious food choices and healthy eating habits	<ul style="list-style-type: none"> Song: Health Healthy Food 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. MOTOR DEVELOPMENT		
a. Gross Motor Development		
1. Demonstrates use of large muscles for movement, position, strength and coordination Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 6, Pg. 7 Dramatic Play: Gym
Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running		<ul style="list-style-type: none"> Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 4, Pg. 42 Birds on a Perch Unit 6, Pg. 122 Obstacle Course
Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)		<ul style="list-style-type: none"> Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 122 Obstacle Course
Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest 	<ul style="list-style-type: none"> Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile (Yoga)
2. Demonstrates use of large muscles to move in the environment Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)		<ul style="list-style-type: none"> Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 122 Obstacle Course
b. Gross Motor Perception (Sensorimotor)		
1. Uses perceptual information to guide motions and interactions with objects and other people Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	<ul style="list-style-type: none"> Book: Up in the Air Right, Left Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Inside, Outside, Between Over, Under, and Through 	<ul style="list-style-type: none"> Unit 1, Pg. 143 Builders and Bulldozers Unit 5, Pg. 233 Slide Like a Snail Unit 6, Pg. 53 Floating Robots

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
b. Gross Motor Perception (Sensorimotor) <i>continued</i>		
Benchmark b: Demonstrates spatial awareness through play activities	<ul style="list-style-type: none"> Song: Monster Trucks Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On First, Middle, Last 	<ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 3, Pg. 304 Farmer Mash Unit 4, Pg. 117 Giraffes Can Dance!
c. Fine Motor Development		
1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks Benchmark a: Shows hand control using various drawing and art tools with increasing coordination	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Children also must practice writing letters and words.	<ul style="list-style-type: none"> Unit 1, Pg. 56 Pencil Grip Introduction, Pg. 8 Art Center Introduction, Pg. 17 Writing Center
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> Unit 4, Pg. 48 ABB Cereal Necklaces Unit 1, Pg. 114 Snip, Snip, Cut
Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting	Resources: <ul style="list-style-type: none"> Pencil Grip 	<ul style="list-style-type: none"> Unit 1, Pg. 38 Eric Carle Paintings Unit 1, Pg. 56 Pencil Grip Unit 2, Pg. 181 Introducing Journals
Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 2, Pg. 254 Polly Put the Kettle On Unit 3, Pg. 314 Cutting Shapes

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
II. APPROACHES TO LEARNING DOMAIN		
A. EAGERNESS AND CURIOSITY		
1. Shows increased curiosity and is eager to learn new things and have new experiences	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 212 It's Different, But It's Good!
B. PERSISTENCE		
1. Attends to tasks for a brief period of time	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 34 Counting and Attendance Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
C. CREATIVITY AND INVENTIVENESS		
1. Approaches daily activities with creativity and inventiveness	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Marmot's Basket Musical Mayhem Soup's On! Perfect Present Clubhouse 	<ul style="list-style-type: none"> Center Activities Unit 1, Pg. 6 Learning Unit 7, Pg. 134 Dramatic Play: Architect's Office Unit 7, Pg. 141 Tool Workshop
D. PLANNING AND REFLECTION		
1. Demonstrates some planning and learning from experiences	<ul style="list-style-type: none"> Books: Milton's Mittens; I Want to Be a Scientist Like Wilbur and Orville Wright Perfect Present 	<ul style="list-style-type: none"> Unit 1, Pg. 20 Reflection and Dismissal Unit 2, Pg. 216 Dramatic Play: Laundromat Unit 5, Pg. 134 Dinosaur Dig
III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. EMOTIONAL FUNCTIONING		
1. Expresses, identifies and responds to a range of emotions Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem 	<ul style="list-style-type: none"> Unit 2, Pg. 202 Kind Kids Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 5, Pg. 197 Good Friends Activity: I'm a Helper

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. EMOTIONAL FUNCTIONING <i>continued</i>		
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression Benchmark a: Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found • Musical Mayhem • Party Time • Where's Papa? 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
B. MANAGING EMOTIONS		
1. Demonstrates ability to self-regulate Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 4, Pg. 35 I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
2. Attends to sights, sounds, objects, people and activities Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. 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"> • Story Time Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 6, Pg. 45 My Brain Is Always Growing • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS		
1. Develops positive relationships with adults Benchmark a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	<ul style="list-style-type: none"> • Where's Papa? • Find Me! • Mama's Melody • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 375 Trusted Adults
2. Develops positive relationships with peers Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS <i>continued</i>		
Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> Unit 1, Pg. 76 Taking Turns Game Unit 2, Pg. 188 Full Buckets Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
Benchmark c: Responds appropriately to bullying behavior		<ul style="list-style-type: none"> Unit 2, Pg. 202 Kind Kids Unit 5, Pg. 238 Friends Use Kind Words
3. Develops increasing ability to engage in social problem solving Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 68 Dramatic Play: Garage Unit 4, Pg. 13 We're All Happy Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
4. Exhibits empathy by demonstrating care and concern for others Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem 	<ul style="list-style-type: none"> Unit 2, Pg. 202 Kind Kids Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
D. SENSE OF IDENTITY AND BELONGING		
1. Develops sense of identity and belonging through play Benchmark a: Engages in associative play and begins to play cooperatively with friends	<ul style="list-style-type: none"> Clubhouse Marmot's Basket Party Time Find Me! 	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
2. Develops sense of identity and belonging through exploration and persistence Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities	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.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. SENSE OF IDENTITY AND BELONGING <i>continued</i>		
3. Develops sense of identity and belonging through routines, rituals and interactions Benchmark a: Demonstrates willingness to be flexible if routines must change	<ul style="list-style-type: none"> Soup's On! 	<ul style="list-style-type: none"> Introduction, Pg. 7 Making Changes Unit 3, Pg. 348 Friday Story: The Perfect Square
4. Develops sense of self-awareness and independence Benchmark a: Uses words to communicate personal characteristics, preferences, thoughts and feeling	<ul style="list-style-type: none"> Lost and Found It's Not Fair! Do I Have To? Perfect Present 	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 141 I Am, I Can Unit 4, Pg. 26 Journal Prompt: I feel...
Benchmark b: Recognizes preferences of others	<ul style="list-style-type: none"> Boo Hoo Baby 	<ul style="list-style-type: none"> Unit 2, Pg. 176 Smell Survey Unit 5, Pg. 188 Insect Walking Sounds
Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	<ul style="list-style-type: none"> Book: Mine 	<ul style="list-style-type: none"> Unit 1, Pg. 141 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend
Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)	<ul style="list-style-type: none"> My Family Clubhouse 	<ul style="list-style-type: none"> Unit 2, Pg. 158 This Belongs to a Friend Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner
IV. LANGUAGE AND LITERACY DOMAIN		
A. LISTENING AND UNDERSTANDING		
1. Demonstrates understanding when listening Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others)	<ul style="list-style-type: none"> Sing A Rhyme Songs/Books Read With Me Books Informational Books (See titles at end of document.) Do I Have To? It's Not Fair! Marmot's Basket Clubhouse 	<ul style="list-style-type: none"> Unit 4, Pg. 69 Dramatic Play: Aquarium Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers Unit 7, Pg. 151 How to Wash My Bear

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A. LISTENING AND UNDERSTANDING <i>continued</i>		
Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said	<ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • It's Not Fair! • Lost and Found 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 44 Getting Acquainted • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
2. Increases knowledge through listening Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	<ul style="list-style-type: none"> • Read With Me Books • Informational Books (See titles at end of document.) • Connect to Me • Build Knowledge • Sum Up: Five Ws 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time
Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	<ul style="list-style-type: none"> • Read With Me Books • Informational Books (See titles at end of document.) • Perfect Present • Marmot's Basket • Do I Have To? 	<ul style="list-style-type: none"> • Unit 1, Pg. 31 Bunny Cakes • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
3. Follows Directions Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	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.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
B. SPEAKING		
1. Speaks and is understood when speaking Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 164 The Hungry Thing Rhyme Play

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C. VOCABULARY		
<p>1. Shows an understanding of words and their meanings (receptive)</p> <p>Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p>	<ul style="list-style-type: none"> • Power Words • Vocab Picture Instruction • Body Parts • Boo Hoo Baby • Lost and Found • Do I Have To? • It's Not Fair! • Soup's On! 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 112 Elephant Invitations • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 4 My Body Can Do Amazing Things
<p>Benchmark b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments</p>	<ul style="list-style-type: none"> • Songs: Same and Different; Get Over the Bugs; Position Cat • Book: Up in the Air • Monster Trucks • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, Above, Below • Inside, Outside, Between • Position • Right, Left • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 2, Pg. 260 Bears Above, Below, Next To, On
<p>Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 6, Pg. 102 Dramatic Play: Sailing Ships
<p>2. Uses increased vocabulary to describe objects, actions and events (expressive)</p> <p>Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)</p>	<ul style="list-style-type: none"> • Power Words • Vocab Picture Instruction 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 247 Clay Portraits • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 4, Pg. 100 Dramatic Play: Pond

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C. VOCABULARY <i>continued</i>		
Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	<ul style="list-style-type: none"> Songs: Get Over the Bugs; Position Cat; Monster Trucks Books: Up in the Air; Shell Houses; Mr. Mario's Neighborhood; Guess What I Am; Half for You and Half for Me First, Middle, Last Over, Under, Above, Below Over, Under, and Through Top, Beside, and Bottom Inside, Outside, Between Position Above, Below, Next to, On 	<ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On
Benchmark c: Identifies unfamiliar words asking for clarification	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey Unit 4, Pg. 69 Dramatic Play: Aquarium
Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	<ul style="list-style-type: none"> Vocabulary Instruction 	<ul style="list-style-type: none"> Unit 2, Pg. 256 Polly's Tea Unit 3, Pg. 276 Run, Run, Shade or Sun Unit 3, Pg. 368 Shades of Paint Unit 7, Pg. 174 Taking Care of My Teeth
D. SENTENCES AND STRUCTURE		
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order	<ul style="list-style-type: none"> Song: What is a Sentence? Sentences 	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	<ul style="list-style-type: none"> Songs: It Happened Yesterday; Nouns; Verbs; More Than One; Strange Spellings; Apostrophe Pig; Pronouns Plural Nouns Verbs Sentences 	<ul style="list-style-type: none"> Unit 1, Pg. 51 Fancy Rhyming Unit 1, Pg. 136 Find Someone Who Has... Unit 5, Pg. 141 Language: Sentence Board Game

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D. SENTENCES AND STRUCTURE <i>continued</i>		
2. Connects words, phrases and sentences to build ideas Benchmark a: Uses sentences with more than one phrase	<ul style="list-style-type: none"> Sentences 	<ul style="list-style-type: none"> Unit 5, Pg. 141 Language: Sentence Board Game Unit 7, Pg. 238 Surfing the Waves
Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 5, Pg. 141 Language: Sentence Board Game Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 1, Pg. 134 Texture Sort Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Unit 5, Pg. 141 Language: Sentence Board Game
E. CONVERSATION		
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
2. Asks questions, and responds to adults and peers in a variety of settings Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 5, Pg. 141 Language: Sentence Board Game Unit 5, Pg. 214 Set the Table, Please Unit 6, Pg. 20 May I Help Game Unit 7, Pg. 150 What Doesn’t Belong?

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
E. CONVERSATION <i>continued</i>		
3. Demonstrates understanding of the social conventions of communication and language use Benchmark a: Demonstrates increased awareness of nonverbal conversational rules	Resources: <ul style="list-style-type: none"> Feelings Poster 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 3, Pg. 331 Thank-you Notes Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 6, Pg. 75 Grown-up Manners
Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	<ul style="list-style-type: none"> Musical Mayhem Mama's Melody It's Not Fair! Soup's On! 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 22 Name Song Unit 1, Pg. 76 Taking Turns Game Unit 5, Pg. 238 Friend Use Kind Words Unit 6, Pg. 75 Grown-up Manners
Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	<ul style="list-style-type: none"> Marmot's Basket Soup's On! 	<ul style="list-style-type: none"> Unit 1, Pg. 39 Quiet Time Unit 5, Pg. 230 Dramatic Play: Library
F. EMERGENT READING		
1. Shows motivation for and appreciation of reading Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities
Benchmark b: Makes real-world connections between stories and real-life experiences	<ul style="list-style-type: none"> Connect to Me Build Knowledge Real and Make-believe 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 83 Pat-a-Cake: Dough Time Story Time Activities
Benchmark c: Interacts appropriately with books and other materials in a print-rich environment	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read With Me Books Informational Books Decodable Books (See titles at end of document.)	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
F. EMERGENT READING <i>continued</i>		
Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read With Me Books Informational Books Decodable Books (See titles at end of document.) Letters Make Words Words Tell About the Pictures 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities
Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read With Me Books Informational Books Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 1, Pg. 23 Morning Message Unit 1, Pg. 35 Calendar Unit 7, Pg. 173 End of Year Program Invitations
2. Shows age-appropriate phonological awareness Benchmark a: Distinguishes individual words within spoken phrases or sentences	Activities in Waterford are aural, visual, and kinesthetic 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.	<ul style="list-style-type: none"> Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”)	<ul style="list-style-type: none"> Song: Compound Words Compound Words 	<ul style="list-style-type: none"> Unit 3, Pg. 334 Compound Word Introduction: Blending Fire Words Unit 3, Pg. 343 Wheels on the Bus: Compound Word Blend
Benchmark c: Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)	<ul style="list-style-type: none"> Take Away Syllables 	<ul style="list-style-type: none"> Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words Unit 4, Pg. 22 Yankee Doodle: Compound Words
Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)	<ul style="list-style-type: none"> Syllables Blend Spoken Syllables 	<ul style="list-style-type: none"> Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /ě/ Unit 5, Pg. 144 Listening Activity: Elephant Syllables Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/
Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)	<ul style="list-style-type: none"> Syllables Take Away Syllables 	<ul style="list-style-type: none"> Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /ě/ Unit 5, Pg. 144 Listening Activity: Elephant Syllables Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
F. EMERGENT READING <i>continued</i>		
Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)	<ul style="list-style-type: none"> Blend Onset/Rime Sounds Blending Riddles Blending Dragon 	<ul style="list-style-type: none"> Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/
3. Shows alphabetic and print knowledge Benchmark a: Recognizes that print conveys meaning	<ul style="list-style-type: none"> Print Concepts Letters Make Words Words Tell About the Pictures 	<ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 8 Morning Message Unit 1, Pg. 82 Letters Make Words
Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	<ul style="list-style-type: none"> ABC Songs Letter Pictures Alphabet Introduction Name That Letter Fast Letter Fun 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions
Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	<ul style="list-style-type: none"> ABC Songs Letter Pictures Alphabet Introduction Name That Letter Fast Letter Fun 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions Unit 1, Pg. 26 Singing the Alphabet
Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Name That Letter Sound Sound Room Choose a Sound 	<ul style="list-style-type: none"> Capital Letter Introductions Lowercase Letter Introductions
4. Demonstrates comprehension of books read aloud Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud	<ul style="list-style-type: none"> Sum Up: Five Ws Sum Up: Remember Order What Comes Next? Picture Clues Describe Characters 	<ul style="list-style-type: none"> Unit 1, Pg. 13 Going on a Bear Hunt Unit 1, Pg. 33 Dramatic Play: Bunny Cakes Unit 1, Pg. 83 Pat-a-Cake: Dough Time
Benchmark b: Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	<ul style="list-style-type: none"> Sum Up: Five Ws Sum Up: Remember Order Peek at the Story What Comes Next? Find an Answer Picture Clues 	<ul style="list-style-type: none"> Unit 1, Pg. 83 Pat-a-Cake: Dough Time Unit 3, Pg. 336 Tuesday Story: Call for Help

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
G. EMERGENT WRITING		
1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Trace Alphabet Introduction Print Concepts Letters Make Words 	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Unit 2, Pg. 181 Introducing Journals Unit 2, Pg. 242 Dramatic Play: Pet Store Journal Activities
Benchmark b: Uses letter-like shapes or letters to write words or parts of words	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Trace Alphabet Introduction Print Concepts Letters Make Words 	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Unit 2, Pg. 181 Introducing Journals Journal Activities
Benchmark c: Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters	<ul style="list-style-type: none"> Letter Trace Name Game 	<ul style="list-style-type: none"> Unit 1, Pg. 27 Letter Tile Names Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names Unit 1, Pg. 74 Name Magnets
V. MATHEMATICAL THINKING DOMAIN		
A. NUMBER SENSE		
1. Subitizes (immediately recognizes without counting) up to five objects	<ul style="list-style-type: none"> Moving Target (Dots) Bug Bits Make and Count Groups <p>Resources:</p> <ul style="list-style-type: none"> Dot Cards 	<ul style="list-style-type: none"> Unit 1, Pg. 40 Math: Same Two Unit 1, Pg. 150 Arrange and Count 4 Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 218 Group Five Pets Unit 7, Pg. 247 How Many Are Hiding?
2. Counts and identifies the number sequence "1 to 31"	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Counting Puzzle Order Numbers 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 5, Pg. 171 Quantities to 7
3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	<ul style="list-style-type: none"> One-to-one Correspondence Number Counting Match Numbers 	<ul style="list-style-type: none"> Unit 2, Pg. 261 Make One More Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner Unit 5, Pg. 180 Arrange and Count 7

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. NUMBER SENSE <i>continued</i>		
4. Identifies the last number spoken tells "how many" up to 10 (cardinality)	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Counting Puzzle Order Numbers Make and Count Groups 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 54 Counting and Attendance Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match
5. Constructs and counts sets of objects (one to 10 and beyond)	<ul style="list-style-type: none"> Counting Songs Make and Count Groups Match Numbers Number Counting 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 218 Group Five Pets Unit 7, Pg. 157 Introduce and Write Number 12
6. Uses counting and matching strategies to find which is more, less than or equal to 10	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Greater Than, Less Than More Than, Fewer Than Match Numbers Make and Count Groups 	<ul style="list-style-type: none"> Unit 2, Pg. 261 Make One More Unit 6, Pg. 71 Less Than
7. Reads and writes some numerals one to 10 using appropriate activities	<ul style="list-style-type: none"> Number Books Number Instruction Number Practice Moving Target 	<ul style="list-style-type: none"> Read and Write Number Activities
B. NUMBER AND OPERATIONS		
1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	<ul style="list-style-type: none"> Songs: Bakery Subtraction; Circus Subtraction; Addition; On the Bayou Book: Five Delicious Muffins Addition Subtraction Act Out Addition Act Out Subtraction Make and Count Groups Add Groups Subtract Groups 	<ul style="list-style-type: none"> Unit 1, Pg. 128 Introduce Number 4 Unit 2, Pg. 191 Traffic Jam Count 1-5 Unit 4, Pg. 90 Introduce and Count Number 6 Unit 6, Pg. 83 Ten Frame Game Unit 7, Pg. 180 Build One More Unit 7, Pg. 229 Build One Less Unit 7, Pg. 247 How Many Are Hiding?

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. NUMBER AND OPERATIONS <i>continued</i>		
2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	<ul style="list-style-type: none"> Songs: Bakery Subtraction; Circus Subtraction; Addition; On the Bayou Book: Five Delicious Muffins Addition Subtraction Act Out Addition Act Out Subtraction Make and Count Groups Add Groups Subtract Groups 	<ul style="list-style-type: none"> Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 Unit 5, Pg. 231 Decomposing 8 Unit 7, Pg. 180 Build One More Unit 7, Pg. 180 Build One More
C. PATTERNS		
1. Identifies and extends a simple AB repeating pattern	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns Pattern AB 	<ul style="list-style-type: none"> Unit 4, Pg. 38 AB Pattern Garden
2. Duplicates a simple AB pattern using different objects	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns Pattern AB 	<ul style="list-style-type: none"> Unit 4, Pg. 38 AB Pattern Garden
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	<ul style="list-style-type: none"> Song: Train Station Patterns Pattern ABB Pattern ABC Patterns Pattern AB 	<ul style="list-style-type: none"> Unit 4, Pg. 48 ABB Cereal Necklaces Unit 4, Pg. 59 ABC Patterns
D. GEOMETRY		
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites Books: Imagination Shapes; The Shape of Things Simple Shapes Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 320 Circles

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. GEOMETRY <i>continued</i>		
2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	<ul style="list-style-type: none"> Songs: Corners and Sides; Shapes, Shapes, Shapes; Kites; All Sorts of Laundry Books: Imagination Shapes; The Shape of Things; Buttons, Buttons Sort Similar Figures Space Shapes Solid Shapes Simple Shapes Circle, Square, Triangle, Rectangle Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 340 Sort It Out Unit 3, Pg. 360 Fancy Shapes Unit 4, Pg. 8 Flat or Solid?
3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	<ul style="list-style-type: none"> Geoboard Tangrams 	<ul style="list-style-type: none"> Unit 3, Pg. 366 Shapes Mural Unit 4, Pg. 28 Classroom Block Play
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	<ul style="list-style-type: none"> Soup's On! 	<ul style="list-style-type: none"> Introduction, Pg. 9 Block Center Unit 3, Pg. 310 Make a Triangle Unit 4, Pg. 28 Classroom Block Play
E. SPATIAL RELATIONS		
1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	<ul style="list-style-type: none"> Songs: Position Cat; Get Over the Bugs; Monster Trucks Book: Up in the Air Right, Left First, Middle, Last First, Next, Last Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through Position 	<ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
E. SPATIAL RELATIONS <i>continued</i>		
2. Uses directions to move through space and find places in space	<ul style="list-style-type: none"> Songs: Position Cat; Get Over the Bugs; Monster Trucks Book: Up in the Air Right, Left First, Middle, Last Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through Position First, Next, Last 	<ul style="list-style-type: none"> Unit 5, Pg. 233 Slide Like a Snail Unit 6, Pg. 53 Floating Robots Unit 7, Pg. 178 Fox In a Box
F. MEASUREMENT AND DATA		
1. Measures object attributes using a variety of standard and nonstandard tools	<ul style="list-style-type: none"> Length Capacity 	<ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 7, Pg. 136 Exploring Length
2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	<ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest Length Weight Tall and Short Heavy and Light Big and Little Match Size Capacity Big Small Song Large Small Toys Big Little Animals 	<ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 142 Weight Unit 7, Pg. 199 Volume
3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	<ul style="list-style-type: none"> Song: Large, Larger, Largest Order Size Length 	<ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 199 Volume
4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)	<ul style="list-style-type: none"> Books: One More Cat; Milton's Mittens Calendar/Graph Weather Observe a Simple System 	<ul style="list-style-type: none"> Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey Unit 7, Pg. 147 Charting Weight
5. Begins to predict the results of data collection	<ul style="list-style-type: none"> Calendar/Graph Weather Observe a Simple System 	<ul style="list-style-type: none"> Unit 3, Pg. 342 The Water Cycle: Part 1 Unit 3, Pg. 346 The Water Cycle: Part 2 Unit 3, Pg. 365 Seed Investigation

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VI. SCIENTIFIC INQUIRY DOMAIN		
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY		
<p>1. Uses senses to explore and understand their social and physical environment</p> <p>Benchmark a: Identifies each of the five senses and the relationship to each of the sense organs</p>	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Touch • Hearing • Taste • Smell • Science Investigation • Body Parts • Parts of the Face 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 86 Excellent Eyes • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 6, Pg. 18 Listening To My Body
<p>Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses</p>	<ul style="list-style-type: none"> • Song: Five Senses • Books: Fawn Eyes; I Wish I Had Ears Like a Bat • Science Investigation • Sight • Touch • Hearing • Taste • Smell • Body Parts • Parts of the Face 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty
<p>Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)</p>	<ul style="list-style-type: none"> • Books: Lumpy Mush; Ooey, Goopy Mud; I Hate Peas 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 5, Pg. 188 Insect Walking Sounds
<p>2. Uses tools in scientific inquiry</p> <p>Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)</p>	<ul style="list-style-type: none"> • Science Tools • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY <i>continued</i>		
3. Uses understanding of causal relationships to act on social and physical environments Benchmark a: Makes predictions and tests their predictions through experimentation and investigation	<ul style="list-style-type: none"> Song: The Scientific Method Science Tools Science Investigation 	<ul style="list-style-type: none"> Unit 3, Pg. 342 The Water Cycle: Part 1 Unit 3, Pg. 346 The Water Cycle: Part 2 Unit 3, Pg. 365 Seed Investigation
Benchmark b: Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	<ul style="list-style-type: none"> Books: Milton's Mittens; One More Cat Observe a Simple System Calendar/Graph Weather 	<ul style="list-style-type: none"> Unit 2, Pg. 176 Smell Survey Unit 6, Pg. 54 Germs
Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)	<ul style="list-style-type: none"> Song: The Scientific Method Science Tools Science Investigation 	<ul style="list-style-type: none"> Unit 3, Pg. 306 How Do Plants Drink? Unit 5, Pg. 175 Ant Farm Extension
Benchmark d: Shares findings and outcomes of experiments	<ul style="list-style-type: none"> Song: The Scientific Method Book: I Want to Be a Scientist Like George Washington Carver Science Tools Science Investigation 	<ul style="list-style-type: none"> Unit 3, Pg. 306 How Do Plants Drink? Unit 5, Pg. 216 What Do Spiders Like? Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. LIFE SCIENCE		
<p>1. Demonstrates knowledge related to living things and their environments</p> <p>Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)</p>	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Food From Plants • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation 	<ul style="list-style-type: none"> • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
<p>Benchmark b: Notices the similarities and differences among various living things</p>	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Science Investigation • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants 	<ul style="list-style-type: none"> • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. LIFE SCIENCE <i>continued</i>		
Benchmark c: Understands that all living things grow, change and go through life cycles	<ul style="list-style-type: none"> Songs: Plants are Growing Mammals Amphibians Birds Plants Observe a Simple System 	<ul style="list-style-type: none"> Unit 2, Pg. 223 Living and Nonliving Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart Unit 3, Pg. 296 We Are All Growing
Benchmark d: Begins to distinguish between living and non-living things	<ul style="list-style-type: none"> Song: Living and Nonliving Living or Nonliving 	<ul style="list-style-type: none"> Unit 2, Pg. 223 Living and Nonliving Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart Unit 3, Pg. 296 We Are All Growing
Benchmark e: Observes that living things differ with regard to their needs and habitats	<ul style="list-style-type: none"> Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers Mammals Birds Reptiles Amphibians Insects Plant or Animal Invertebrates Worms Plants Food From Plants 	<ul style="list-style-type: none"> Unit 2, Pg. 223 Living and Nonliving Unit 2, Pg. 258 Taking Care of Living Things Unit 3, Pg. 306 How Do Plants Drink?
C. PHYSICAL SCIENCE		
1. Demonstrates knowledge related to physical science Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled	<ul style="list-style-type: none"> Song: Push and Pull Book: Mr. Mario's Neighborhood Push and Pull 	<ul style="list-style-type: none"> Unit 4, Pg. 19 Stack, Slide, Roll
Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens	<ul style="list-style-type: none"> Song: Push and Pull Push and Pull 	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. PHYSICAL SCIENCE <i>continued</i>		
Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)	<ul style="list-style-type: none"> Water States of Water Solid and Liquid 	<ul style="list-style-type: none"> Unit 3, Pg. 337 Exploring Water Unit 7, Pg. 233 Precipitation
Benchmark d: Investigates and describes changing states of matter — liquid, solid and gas	<ul style="list-style-type: none"> States of Water 	<ul style="list-style-type: none"> Unit 3, Pg. 337 Exploring Water Unit 7, Pg. 233 Precipitation
Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)	<ul style="list-style-type: none"> Light Exploration 	<ul style="list-style-type: none"> Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors Unit 3, Pg. 279 Shadow Theater
D. EARTH AND SPACE SCIENCE		
1. Demonstrates knowledge related to the dynamic properties of earth and sky Benchmark a: Describes properties of water including changes in the states of water — liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)	<ul style="list-style-type: none"> Songs: Solid or Liquid; Water Water Solid and Liquid States of Water 	<ul style="list-style-type: none"> Unit 3, Pg. 337 Exploring Water Unit 3, Pg. 342, 346 The Water Cycle: Parts 1 & 2 Unit 7, Pg. 233 Precipitation
Benchmark b: Discovers, explores, sorts, compares and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	<ul style="list-style-type: none"> Song: Rocks Rocks Sorting Rocks Experiment 	<ul style="list-style-type: none"> Introduction, Pg. 16 Science Center Unit 1, Pg. 24 What Do Scientists Do? Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?
Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	<ul style="list-style-type: none"> Songs: Sun Blues; The Moon Book: Star Pictures Sun Moon Constellations Clouds 	<ul style="list-style-type: none"> Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteors

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. EARTH AND SPACE SCIENCE <i>continued</i>		
Benchmark d: Compares the daytime and nighttime cycle	<ul style="list-style-type: none"> • Sun • Moon • Constellation 	<ul style="list-style-type: none"> • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteors
Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact on their daily lives (e.g., types of clothing for different environments)	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
E. ENVIRONMENT		
<p>1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p> <p>Benchmark a: Demonstrates how people use objects and natural resources in the environment</p>	<ul style="list-style-type: none"> • Care of Water • Care of Earth • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 3, Pg. 373 Farm to Table
Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	<ul style="list-style-type: none"> • Song: Conservation • Care of Water • Care of Earth 	
Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycle materials in the classroom)	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling • Care of Earth 	<ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
F. ENGINEERING AND TECHNOLOGY		
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)	<ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 7, Pg. 141 Tool Workshop
Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)	<ul style="list-style-type: none"> Magnets 	<ul style="list-style-type: none"> Introduction, Pg. 16 Science Center
Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems	<ul style="list-style-type: none"> Science Tools 	<ul style="list-style-type: none"> Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 7, Pg. 141 Tool Workshop
Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	<ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Wilbur and Orville Wright 	<ul style="list-style-type: none"> Unit 4, Pg. 28 Classroom Block Play Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 141 Tool Workshop
VII. SOCIAL STUDIES DOMAIN		
A. CULTURE		
1. Identifies self as a member of a culture	<ul style="list-style-type: none"> Sing Around the World Songs My Family Clubhouse 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
2. Understands everyone belongs to a culture	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
3. Explores culture of peers and families in the classroom and community	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 6, Pg. 89 Storytelling Festival

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. CULTURE <i>continued</i>		
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 288 Journals: My Family Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner Unit 6, Pg. 89 Storytelling Festival Unit 6, Pg. 90 Thank You Notes for the Storytellers
B. INDIVIDUAL DEVELOPMENT AND IDENTITY		
1. Identifies characteristics of self as an individual	<ul style="list-style-type: none"> Book: Mine 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 7, Pg. 246 I Know
2. Identifies the ways self is similar to and different from peers and others	<ul style="list-style-type: none"> Book: Mine 	<ul style="list-style-type: none"> Unit 6, Pg. 14 Picturing My Body Unit 7, Pg. 170 Exploring Weight
3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	<ul style="list-style-type: none"> Do I Have To? Soup's On! 	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 2, Pg. 240 I'm Responsible
C. INDIVIDUALS AND GROUPS		
1. Identifies differences and similarities of self and others as part of a group	<ul style="list-style-type: none"> Book: Mine 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 6, Pg. 14 Picturing My Body Unit 6, Pg. 24 Fingerprints: Same or Different?
2. Explains the role of groups within a community		<ul style="list-style-type: none"> Unit 1, Pg. 133 Farmer in the Dell: Word Mixup Unit 3, Pg. 328 We All Have Jobs Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)		<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip Unit 7, Pg. 178 Fox In a Box
4. Exhibits leadership skills and roles (e.g., line leader and door holder)	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem 	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 5, Pg. 197 Good Friends Activity: I'm a Helper

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. SPACES, PLACES AND ENVIRONMENTS		
1. Identifies the relationship of personal space to surroundings	<ul style="list-style-type: none"> • Book: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
2. Identifies differences and similarities between own environment and other locations	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Create Your Own Environment • Ecosystems • Mountains • Oceans • Deserts • Rainforests 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Mountains • Oceans • Deserts • Rainforests 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
4. Uses spatial words (e.g., far/close, over/under and up/down)	<ul style="list-style-type: none"> • Book: Up in the Air • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	Each Sing Around the World Intro displays a map highlighting the location of the country represented.	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	<ul style="list-style-type: none"> • Songs: Pollution Rap, Conservation • Pollution and Recycling • Care of Water • Care of Earth 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From?

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
E. TIME, CONTINUITY AND CHANGE		
1. Identifies changes within a sequence of events to establish a sense of order and time	<ul style="list-style-type: none"> What Comes Next? Sum Up: Remember Order 	<ul style="list-style-type: none"> Unit 1, Pg. 7 Schedule Unit 1, Pg. 35 Calendar Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
2. Observes and recognizes changes that take place over time in the immediate environment	<ul style="list-style-type: none"> Song: Seasons Book: That's What I Like: A Book About Seasons Spring Summer Fall Winter 	<ul style="list-style-type: none"> Unit 7, Pg. 233 Precipitation Unit 7, Pg. 243 What Should I Wear?
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES		
1. Recognizes and follows rules and expectations in varying settings		<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 10 Good Playing Rules Unit 7, Pg. 178 Fox In a Box
2. Participates in problem solving and decision making	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 6, Pg. 48 Flag on the Moon Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem
3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	<ul style="list-style-type: none"> Book: Good Trouble: The Story of John Lewis 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination Unit 6, Pg. 48 Flag on the Moon
G. ECONOMICS AND RESOURCES		
1. Recognizes the difference between wants and needs		<ul style="list-style-type: none"> Unit 2, Pg. 258 Taking Care of Living Things Unit 6, Pg. 108 Exercise Makes Me Better
2. Begins to recognize that people work to earn money to buy things they need or want		<ul style="list-style-type: none"> Unit 3, Pg. 328 We All Have Jobs Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
H. TECHNOLOGY AND OUR WORLD		
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Introduction, Pg. 10 Computer Center Unit 1, Pg. 28 SmartStart Orientation Unit 1, Pg. 38 Illustration Investigation Unit 2, Pg. 225 Where We Are

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		
A. SENSORY ART EXPERIENCE		
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 1, Pg. 38 Eric Carle Paintings • Unit 2, Pg. 190 Dramatic Play: Junkyard
B. MUSIC		
1. Actively participates in a variety of individual and group musical activities	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 103 Instrument Chairs • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	<ul style="list-style-type: none"> • Mama's Melody • Baby's Ballet 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments
C. CREATIVE MOVEMENT		
1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space
D. IMAGINATIVE AND CREATIVE PLAY		
1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	<ul style="list-style-type: none"> • Mama's Melody 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN 2017

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
E. APPRECIATION OF THE ARTS		
1. Uses appropriate art vocabulary to describe own art creations and those of others	<ul style="list-style-type: none"> Squirrel's Sketches 	<ul style="list-style-type: none"> Unit 2, Pg. 256 Polly's Tea Unit 3, Pg. 370 Shades of Paint
2. Compares own art to similar art forms	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk
3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> Unit 2, Pg. 233 Mambo Moves Unit 6, Pg. 89 Storytelling Festival Unit 6, Pg. 90 Thank You Notes for the Storytellers

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

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

Zero In My Toybox; 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; Zero Is a Big Round Hole; 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

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

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 Cat; 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/UC8v33333333333333333333).

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)

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.

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

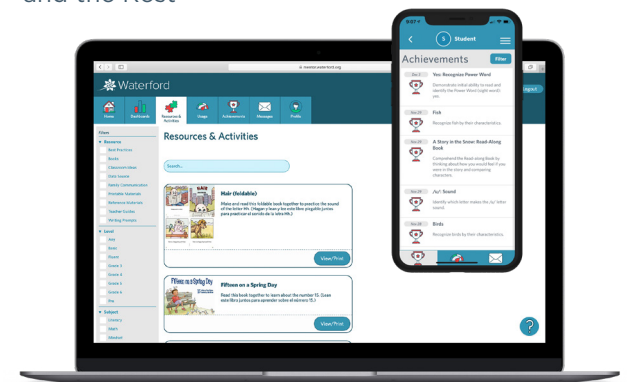
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

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