

# CURRICULUM *Correlation*



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

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BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>30-48 MONTHS</b>		
<b>SOCIAL-EMOTIONAL</b>		
Shows concern and provides help when requested	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 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> </ul>
Follows simple routines when assisted by adults	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• 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>
Regulates own behavior with reminders or assistance from adult	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>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Enjoys parallel and associative play with peers	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 88 Let's Play</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> </ul>
Seeks adult help when experiencing conflict with another child	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Eagerly tries new activities and materials	<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; Where in the World Would You Go Today?</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Story Time Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Interested in other people and their feelings; shows empathy	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</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>
Interacts with peers using pro-social behaviors to initiate pretend play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 88 Let's Play</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Begins to name differences in emotions/feelings and behaviors	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Find Me!</li> <li>• Clubhouse</li> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Lost Keys</li> <li>• Noisy Children</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Feelings Posters</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> </ul>
Feels confident and comfortable in the classroom, using words to communicate feelings	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Guess How I'm Feeling</li> <li>• Feelings Posters</li> <li>• Panda and Tornado</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Assumes roles and responsibilities in the classroom community	<ul style="list-style-type: none"> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Clean Up and Center Review</li> <li>Unit 2, Pg. 214 Garbage Elves</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> </ul>
Responds with concern when a child or adult appears distressed	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> <li>Baby's Berries</li> <li>Musical Mayhem</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 2, Pg. 206 Good Friends, Good Listeners</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>
Begins to understand that actions affect others (cause/effect)	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>Broken Lamp</li> <li>Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
With support, increases or decreases intensity of emotions more consistently	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Describes own feelings and identifies preferences	<ul style="list-style-type: none"> <li>Books: José Three; Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; Bad News Shoes</li> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Engages in group activities for an age-appropriate time	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>



## BENCHMARK READY TO ADVANCE™ SKILLS

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Uses appropriate voice, tone, and volume most of the time		<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> </ul>
Makes choice and accepts consequences related to choice most of the time	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Works cooperatively to help others clean up work areas	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 33 Cleanup</li> <li>• Unit 2, Pg. 214 Garbage Elves</li> </ul>
Begins to understand and accept that people have opinions that may differ from own	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; Bad News Shoes; Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> </ul>
Controls impulses and engages in cooperative play through sharing and taking turns	<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>• Papa's Thumb</li> <li>• Lost Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
Understands that actions affect others and accepts consequences related to actions	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Demonstrates cooperation and has meaningful relationships with friends	Waterford’s Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other’s property as well as their own.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 4, Pg. 84 Working Together</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>
Delays gratification for short periods of time	<ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Homelink: Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg.6 Listening Rug Rules</li> <li>Unit 1, Pg.76 Taking Turns Game</li> <li>Unit 4, Pg.88 Journal Prompt: I Took Turns When...</li> <li>Unit 4, Pg.80 Waiting Game</li> </ul>
Demonstrates awareness of competence and describes self positively	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Grandpa’s Great Athlete</li> <li>Boo Hoo Baby</li> <li>Baby’s Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
Makes and expresses a plan and choices, and follows through with decision	Waterford’s Central Park character Squirrel, models independence and communicates his choices in engaging videos.	<ul style="list-style-type: none"> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
With prompting, focuses and sustains attention for 10–15-minute activity	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Maintains positive relationships and interactions with adults and peers	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot’s Basket</li> <li>My Family</li> <li>Find Me!</li> <li>Where’s Papa?</li> <li>Lost and Found</li> <li>Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 4, Pg. 84 Working Together</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> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT</b>		
Listens and follows directions moving body safely in space	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
Begins to control body movements, maintaining personal space	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
With prompting, follows safety rules for self and others	<ul style="list-style-type: none"> <li>• Songs: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</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. 336 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 3, Pg. 375 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>
Participates in games, showing how body parts work together for movement	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Maintains coordination during physical activities using left and right body parts	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT</b> <i>continued</i>		
Throws and catches 8–10-inch ball with both hands		<ul style="list-style-type: none"> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
Uses correct body posture, grip, and pressure to complete more complex drawings	<ul style="list-style-type: none"> <li>Squirrel Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>
Uses more small-muscle control when folding, tearing, drawing, and painting	The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 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> </ul>
Demonstrates flexibility during movements that require balance and control	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Kicks a moving 8–10-inch ball to demonstrate coordination		<ul style="list-style-type: none"> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> </ul>
Copies model making axial movements, reaching, twisting, bending, to explore space	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7, Dramatic Play: Gym</li> <li>Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
Shows age-appropriate control of small muscles when folding/tearing paper or drawing	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop 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> </ul>
Demonstrates improving coordination in motion (throw, catch, kick a ball)		<ul style="list-style-type: none"> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> </ul>
Identifies different ways to move (hop, skip, jump, run)		<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT</b> <i>continued</i>		
Physically responds to demonstrate understanding of location words (prepositional phrases)	<ul style="list-style-type: none"> <li>• Songs: Preposition Cat; Get Over the Bugs; Position Cat; Monster Trucks</li> <li>• First, Middle, Last</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</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. 254 Polly Put the Kettle On</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Uses body parts to reach upward or outward and extend height, width	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Shows balance and control using gross motor skills: skip, gallop, jump using two feet	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Demonstrates how to log roll forward and backward on floor		<ul style="list-style-type: none"> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
Demonstrates understanding of how body parts work together for movement	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT</b> <i>continued</i>		
Demonstrates flexibility, strength, and endurance in physical activities	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Combines prewriting strokes to print alphabet letters to represent words	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<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 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
Demonstrates coordination and balance, practicing personal safety	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
<b>LANGUAGE AND COMMUNICATION</b>		
Uses gestures and words to describe needs and feelings	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Feelings Posters</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 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> </ul>
With prompting, uses language and engages in conversations	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Morning Meetings</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-Up Manners</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b> <i>continued</i>		
Begins to listen and wait for a turn to speak	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
With support, uses illustrations to gather information for recall	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
With support, answers recall questions about a story read aloud	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> <li>What Comes Next?</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
Follows 2-3-step oral 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"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>Unit 2, Pg. 246 I Touch My Nose Like This</li> </ul>
Uses pictures that represent two words and forms a compound word (dog/house, doghouse)	<ul style="list-style-type: none"> <li>Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 26 Listening Activity: Segment Farm Compound Words</li> <li>Unit 4, Pg. 46 Listening Activity: Animal Compound Words</li> <li>Unit 4, Pg. 50 Vertebrate Compound Words</li> </ul>
Retells or reenacts an event from a familiar story	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
With support, uses question words to ask for and gather information	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Science Investigation</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 150 What Doesn't Belong</li> </ul>
Uses plural nouns correctly in oral language (cat, cats)	<ul style="list-style-type: none"> <li>Song: More than One</li> <li>Book: Moose Are Not Meese</li> </ul>	

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b> <i>continued</i>		
With support, perceives differences in similar-sounding words	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Phoneme Substitution</li> <li>• Barnyard Bash</li> </ul>	
With support, determines meaning of unknown words using pictures and conversation	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
Describes what he/she can do, showing reasonable opinion of own abilities and limitations	<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> </ul>
Uses plurals to identify more than one (cat, cats)	<ul style="list-style-type: none"> <li>• Song: More than One</li> <li>• Plural Nouns</li> </ul>	
Speaks using more than one idea or phrase in a sentence	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Speaks using 3-5-word sentences most of the time	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Asks for and seeks help from adults and peers as needed	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 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> </ul>
With support, recognizes some high-frequency words (HFWs)	<ul style="list-style-type: none"> <li>• Power Words</li> </ul>	
Follows rules for engaging in collaborative conversations most of the time	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b> <i>continued</i>		
Demonstrates knowledge of nonverbal conversational rules	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Emotion Cards</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 4 Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> </ul>
Respects rights of others and cooperates fairly most of the time	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"> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 1, Pg. 31 Cleanup and Center Review</li> </ul>
Speaks clearly and matches language to social contexts	Waterford activities introduce letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Uses larger speaking vocabulary, adding new words with each Unit of study	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>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Story Time Activities</li> <li>• Journal Activities</li> <li>• Center Activities</li> </ul>
Begins to understand academic language used in the classroom	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 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>• Journal Activities</li> <li>• Center Activities</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES</b>		
Points to identify external body parts	<ul style="list-style-type: none"> <li>• Song: I Touch My Nose Like This</li> <li>• Body Parts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> </ul>
Begins to associate body parts with 5 senses	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat, Fawn Eyes</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>
With support, names similarities and differences in self and others	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooey Mud; Grandpa's Great Athlete; Movin' to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• My Family</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> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
Recognizes common environmental print and connects meaning to it	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
Points to identify printed words and illustrations in a book	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Story Time Activities</li> </ul>
With support, identifies book parts: top/bottom, front/back	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
Enjoys retelling a story using pictures for support	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
Demonstrates how to handle a book and pretends to read	Online picture story books feature animation that simulates pages turning one by one, from front to back, as the narrator sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the highlighted text. Example: Jack and Jill	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
With support, identifies roles of author and illustrator	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. Print Concepts	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
With support, uses details in illustrations to describe setting, characters, events	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Story Time Activities</li> </ul>
With support, segments individual words in a 3-5-word sentence		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
Asks to be read to and asks the meaning of written text	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"> <li>• Story Time Activities</li> </ul>
With support, describes characteristics of self and family	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Name Is Squirrel</li> <li>• Come Inside</li> <li>• Squirrel Sketches</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
With support, names common features in home (rooms, furniture)	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 4, Pg. 28 Classroom Block Play</li> </ul>
With support, identifies daily activities associated with time (morning, night)	<ul style="list-style-type: none"> <li>• Book: Marty's Mixed-Up Mom</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
With support, begins to identify sounds and names letters: m, a	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Segments single-syllable words in a 3-4-word sentence	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
With support, segments 2-syllable words into 2 syllables (kit-ten)	<ul style="list-style-type: none"> <li>• Syllable Instruction</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 202 Circus Syllables</li> <li>• Unit 5, Pg. 218 Listening Activity: Jumbled Syllables</li> </ul>
With support, begins to identify differences in text structures (storybooks versus informational text)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Traditional Tales</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Uses pictures to retell events in a familiar story, not always in order	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
With support, matches pictures to identify 2 words that rhyme	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Rhyme With Me</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> </ul>
With support, identifies sounds and names letters: m, a, s, t	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
With support, names 2 reasons to eat healthy and exercise	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
With support, identifies differences between text that is about something real and text that is about something not real (fact/fiction)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Traditional Tales</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
With support, segments and blends familiar 2-syllable words	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Blend Spoken Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> <li>• Unit 5, Pg. 202 Circus Syllables</li> </ul>
Uses a variety of words to describe people, places, things, and actions	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 145 What's in the Bag?</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 112 I Can Book</li> </ul>
With support, identifies and names lowercase letters (m, a, s, t, i, f, n, o)	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
With support, produces sounds for letters m, s, t, f, n	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
With support, recognizes difference when adult makes a statement or asks a question	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence? Sentence Marks</li> </ul>	

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
With support, names 2 ways that community workers help others	<b>Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
With less support, blends syllables to say a 2-3-syllable word	<ul style="list-style-type: none"> <li>Blend Spoken Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul>
With support, identifies sounds and names letters: m, a, s, t, i, f, n, o, p, c, k, l	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Pictures</li> <li>Find the Letter</li> <li>Fast Letter Fun</li> <li>Letter Checker</li> <li>Name That Letter</li> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Sound Room</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Combines two pictures to make a compound word (dog/house, doghouse)	<ul style="list-style-type: none"> <li>Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 26 Listening Activity: Segment Farm Compound Words</li> <li>Unit 4, Pg. 46 Listening Activity: Animal Compound Words</li> <li>Unit 4, Pg. 50 Vertebrate Compound Words</li> </ul>
With support, uses language to describe the location of objects	<ul style="list-style-type: none"> <li>Songs: Get Over the Bugs; Position Cat; Monster Trucks</li> <li>Book: Up in the Air</li> <li>First, Middle, Last</li> <li>Over, Under, Above, Below</li> <li>Over, Under, and Through</li> <li>Top, Beside, and Bottom</li> <li>Inside, Outside, Between</li> <li>Position</li> <li>Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
Using pictures for support, identifies two words that begin with the same sound	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound</li> <li>• Coloring Game (Make a Scene)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
Using pictures for support, describes similarities and differences in family celebrations	<ul style="list-style-type: none"> <li>• Sing Around the World: Intro (e); (g); (y);</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
Using pictures for support, names foods related to seasons and cultures	<ul style="list-style-type: none"> <li>• Songs: Sing Around the World: j-Sweet Guava Jelly (Jamaica)</li> <li>• Sing Around the World: Intro (j)</li> </ul>	
Using pictures for support, names objects and describes changes in the sky (day, night)	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Books: Moon Song; Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 3, Pg. 279 Shadow Theater</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> </ul>
With support, identifies basic needs of people: air, water, food, clothing, shelter	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Book: Everybody Needs to Eat</li> <li>• Sun</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
Using pictures, names 2 characteristics of living things (breathe air, drink water)	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants are Growing</li> <li>• Living or Nonliving</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> </ul>
Using pictures for support, describes life cycle of animals and matches parent/offspring	<ul style="list-style-type: none"> <li>• Song: Plants are Growing</li> <li>• Plants</li> <li>• Mammals</li> <li>• Amphibians</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul>
With support, role-plays how to use safe practices around unfamiliar people and animals	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Trusted Adults</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
With support, identifies sounds and names letters: m, a, s, t, i, f, n, o, p, c, k, l, u, b, h	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
With pictures for support, produces beginning sound of CVC word (mop, fan)	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound</li> <li>• Coloring Game (Make a Scene)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
With support, produces word that begins with the same sound as a pair of words (cat, car)	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> </ul>
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
Blends 2-3 syllables to say familiar words (bas/ket/ball)	<ul style="list-style-type: none"> <li>• Blend Spoken Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul>
With support, blends spoken phonemes into one-syllable CVC words (mop)	<ul style="list-style-type: none"> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes Instruction (Chef; Machine)</li> <li>• Blending Riddles: Individual Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 246 Listening Activity: Simon Says Blend Phonemes</li> </ul>
With support, recognizes differences in a story versus a chart or poem	<ul style="list-style-type: none"> <li>• Distinguish between Fantasy and Reality</li> <li>• Print Concepts</li> </ul>	
Names the first letter in child's first name	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Letter Checker</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
With support, identifies the sound of first letter in child's first name	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Instruction</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> </ul>
With less support, matches pictures of words with the same beginning sound	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds</li> </ul>
With support, identifies words with the same ending sound pattern (onset/ rimes, cat, fat, hat)	<ul style="list-style-type: none"> <li>• Final Sound Instruction</li> <li>• Right Final Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/</li> <li>• Unit 6, Pg. 110 Listening Activity: Number Final Sounds</li> <li>• Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/</li> <li>• Unit 6, Pg. 120 Listening Activity: Final Sounds /r/ and /g/</li> <li>• Unit 7, Pg. 130 Listening Activity: Final Sounds Salute</li> <li>• Unit 7, Pg. 144 Listening Activity: Initial and Final Sounds Circle</li> </ul>
With support, dictates sentence for teacher to print words on child's paper	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
Generates questions and investigates answers with assistance from adult	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</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. 363 Seed Investigation</li> </ul>
With support, begins to recognize common forms of currency: coins, dollars, credit card	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
Uses information from books to describe, compare, and contrast objects	<ul style="list-style-type: none"> <li>• Book: City Mouse and the Country Mouse</li> <li>• Compare Characters</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
With support, asks and answers questions related to inferences about a familiar book	<ul style="list-style-type: none"> <li>• Peek At the Story</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Story Time Activities</li> </ul>
Retells or reenacts part of a familiar story that was read aloud	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
With support, identifies sounds and names letters (m, a, s, t, i, f, n, o, p, c, k, l, u, b, h, e, r, d, g, v, j)	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
With support, identifies some uppercase letters (A, S, C, G, O, I, M, T)	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
Perceives differences in similar-sounding words with support from adult (cap, cat)	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Phoneme Substitution</li> <li>• Barnyard Bash</li> </ul>	
Uses a variety of words to label and describe people, places, things, and actions	<ul style="list-style-type: none"> <li>• Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Bad News Shoes</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
Uses 4+ words in sentences with grammatical complexity	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Begins to identify connections between eating healthy and satisfying basic needs	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: Everybody Needs to Eat</li> <li>• Healthy Food</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>
With support, contributes to discussion about basic needs of animals and plants	<ul style="list-style-type: none"> <li>• Books: Everybody Needs to Eat; Mela’s Water Pot</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Plants Need Water</li> <li>• Healthy Plants’ Needs</li> <li>• Sun</li> <li>• Water</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
With support, tells how weather affects plant growth	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Books: The Four Seasons</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> </ul>	
Makes inferences and predictions about a text read aloud	<ul style="list-style-type: none"> <li>• Peek At the Story</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 1, Pg. 148 Ten Little Goldfish</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES <i>continued</i></b>		
With support, names letters and produces sounds (m, a, s, t, i, f, n, o, p, c, k, l, u, b, h, e, r, d, g, v, j)	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
With support, identifies some uppercase letters (A, S, C, G, O, I, M, T)	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
With less support, recognizes beginning and ending sounds in CVC words	<ul style="list-style-type: none"> <li>• Final Sound Instruction</li> <li>• Right Final Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> <li>• Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/</li> <li>• Unit 6, Pg. 110 Listening Activity: Number Final Sounds</li> <li>• Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/</li> <li>• Unit 6, Pg. 120 Listening Activity: Final Sounds /r/ and /g/</li> <li>• Unit 7, Pg. 130 Listening Activity: Final Sounds Salute</li> <li>• Unit 7, Pg. 144 Listening Activity: Initial and Final Sounds Circle</li> </ul>
With support, recognizes use of common HFWs in emergent text	<ul style="list-style-type: none"> <li>• Power Words</li> </ul>	
Identifies 2 characteristics of insects: 6 legs, 3 body parts	<ul style="list-style-type: none"> <li>• Insects</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 184 Insect Parts</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/READING/SOCIAL STUDIES</b> <i>continued</i>		
With support, identifies basic needs of an insect	<ul style="list-style-type: none"> <li>Insects</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> </ul>
Names 2 ways people can protect the environment (recycle, prevent pollution)	<ul style="list-style-type: none"> <li>Care of Water</li> <li>Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
Uses positions words in prepositional phrases to describe locations (under the chair)	<ul style="list-style-type: none"> <li>Songs: Preposition Song; Get Over the Bugs; Position Cat; Monster Trucks</li> <li>First, Middle, Last</li> <li>Over, Under, Above, Below</li> <li>Over, Under, and Through</li> <li>Top, Beside, and Bottom</li> <li>Inside, Outside, Between</li> <li>Position</li> <li>Above, Below, Next to, On</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. 254 Polly Put the Kettle On</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
<b>EMERGENT LITERACY/WRITING</b>		
Listens and copies a teacher's model to fold paper and form 4 boxes	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Foldable Books</li> <li>Folded Paper Airplane Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
Begins to use correct body posture and grip to tear paper		<ul style="list-style-type: none"> <li>Unit 3, Pg. 86 Friday Story: The Perfect Square</li> </ul>
Draws round shapes using prewriting stroke, Up and around	<ul style="list-style-type: none"> <li>Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Writing Letter A</li> <li>Unit 3, Pg. 330 Circle Party</li> </ul>
Draws vertical lines using prewriting stroke, Touch, pull down	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Writing Letter A</li> </ul>
With prompting, uses correct body posture and grip when drawing		<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Writing Letter A</li> </ul>
Uses prewriting stroke, Touch, push over, to draw horizontal lines in finger paint	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, Pg. 38 Eric Carle Paintings</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/WRITING</b> <i>continued</i>		
Combines prewriting strokes to draw round and square shapes	<ul style="list-style-type: none"> <li>Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 3, Pg. 330 Circle Party</li> </ul>
Uses prewriting strokes, Slant left and Slant right, to draw slanted lines in finger paint	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 1, Pg. 38 Eric Carle Paintings</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
Combines prewriting strokes to draw geometric shapes and create designs	<ul style="list-style-type: none"> <li>Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 1, Pg. 56 Writing Letter A</li> <li>Unit 3, Pg. 330 Circle Party</li> </ul>
Combines prewriting strokes to draw and combine shapes	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 330 Circle Party</li> <li>Unit 3, Pg. 349 Making Shapes</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
Adds scribbles and details to drawings to convey meaning	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>
Uses prewriting strokes to draw and trace geometric shapes	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 330 Circle Party</li> <li>Unit 3, Pg. 349 Making Shapes</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
With pictures for support, dictates to and shares thoughts, ideas, and stories	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>
Uses prewriting strokes to form some letters and print parts of words	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
Combines prewriting strokes to print uppercase letter in own first name	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Dots, Lines, and Circles</li> <li>Name Game</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> </ul>
With support or copying a model, prints first name; may not include correct spelling	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Name Game</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY/WRITING</b> <i>continued</i>		
Uses prewriting strokes to copy a model or print first name	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> </ul>
Uses prewriting strokes to draw geometric shapes and designs that express ideas and feelings	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Visual Arts Activities</li> </ul>
Uses scribbles or letter strings as a form of printing to express an idea	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> <li>• Journal Activities</li> </ul>
Combines prewriting strokes to print alphabet letters to represent words	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> <li>• Journal Activities</li> </ul>
Using pictures for support, retells correct sequence of events in a familiar story	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>MATHEMATICS/SCIENCE</b>		
Sorts objects that share the same characteristic (red or round)	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Order Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Sorts objects by size (big or little)	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Recognizes and sorts objects by color: red and blue	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> </ul>
Recognizes round shape: circle	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Copies teacher’s model to form horizontal row with blocks		<ul style="list-style-type: none"> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 7, Pg. 136 Exploring Length</li> </ul>
Identifies colors, yellow and green	<ul style="list-style-type: none"> <li>• Song: Squirrel’s Zoo Colors</li> <li>• Red, Yellow, Blue Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
With support, extends ABAB pattern alternating two colors (red, blue, red, blue)	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern AB</li> <li>• Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> </ul>
Matches objects one-to-one and forms two horizontal parallel rows	<ul style="list-style-type: none"> <li>• Match</li> <li>• One-to-One Correspondence</li> <li>• Number Counting</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> </ul>
With support, counts 1-4 objects and uses numerals to show how many	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Sorts and classifies objects by color and identifies set with more (not counting)	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Identifies colors: orange, purple, brown	<ul style="list-style-type: none"> <li>• Song: Squirrel’s Zoo Colors</li> <li>• Color Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
With support, names shapes: circle, square	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Combines small shapes to create a large shape	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>
With support, understands that shapes remain the same regardless of position	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Stacks blocks to demonstrate height concepts, tall and short	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> </ul>
Begins to understand words for time concepts: today, yesterday, tomorrow	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Yesterday/Today</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>
With support, identifies sets with more or less quantities	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
With support, counts 1-5 objects and matches numerals to show how many	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Identifies colors: white, black, pink	<ul style="list-style-type: none"> <li>• Song: Squirrel's Zoo Colors</li> <li>• Color Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
With support, identifies shapes: circle, rectangle, square, triangle, heart, star	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Identifies positions that are opposites: up, down, top, bottom, over, under, front, back	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• First, Middle, Last</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Counts 1-5 objects, understanding that the last number counted tells how many	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
Begins to understand passage of time: days of week, seasons	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Observe a Simple System</li> <li>• Yesterday/Today</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
<p>With support, names common objects in the sky and describes changes in weather</p>	<ul style="list-style-type: none"> <li>• Song: Sun Blues; The Moon; S—Star Light Start Bright (United States); Seasons</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Build Knowledge: Moon Song</li> <li>• Moon Patterns</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 38 Dramatic Play: To the Moon!</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
<p>Counts 1-5 objects and matches numerals to show how many</p>	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Counting Songs</li> <li>• Match Numbers</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Practice</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. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<p>Counts 1-5 objects in a set and identifies which set has more/less objects</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Using pictures for support, identifies types of weather and describes changes	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Books: That's What I Like: A Book About; The Four Seasons</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Describes changes on Earth during fall/winter; changes in the sky (day/night)	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Seasons</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
With support, conducts investigations and makes a prediction or hypothesis	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
With support, understands that observations can be recorded as data on a chart or graph	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
With pictures for support, identifies and names 10 colors	<ul style="list-style-type: none"> <li>• Song: Squirrel's Zoo Colors</li> <li>• Color Practice</li> <li>• Red, Yellow, and Blue</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 361 Fire Painting</li> <li>• Unit 3, Pg. 368 Shades of Paint</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Names and describes shapes: circle, oval, rectangle, square, triangle, heart, star	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Identifies how many using 1-5 objects placed in a row without counting	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dot Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Recites number words in order, counting orally 1-10	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Matches numerals to quantities using 1-5 objects	<ul style="list-style-type: none"> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 235 Number Books 1-5</li> </ul>
Using 1-5 objects, counts to identify sets with greater than, less than, equal quantities	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
Identifies how many using 1-5 objects placed in random order without counting	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dot Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Uses hands as a nonstandard measurement to identify concepts: long, short, tall	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Large, Larger, Largest;</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> </ul>
Using real objects, identifies objects that are heavy or light, full or empty	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Capacity</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>
Follows multi-step directions and completes a Directed Drawing with less support	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 11 Cleanup and Center Review</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> </ul>
Begins to understand what it means to be a consumer (purchase food, bus tickets)	<ul style="list-style-type: none"> <li>• Books: Bugs For Sale; Bad News Shoes</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Money</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Counts 1-5 objects and matches numerals 1-5 to show how many	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Understands that the last number counted tells how many objects were counted in all	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
Rote counts 1-10 or higher	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
With support, sorts and classifies by 2-3 attributes (color, size, shape)	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Using pictures for support, names earth materials and describes their properties (water, rocks, soil)	<ul style="list-style-type: none"> <li>• Water</li> <li>• Materials</li> <li>• Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
Using pictures for support, describes the life cycle of plants	<ul style="list-style-type: none"> <li>• Books: A Seed Grows; The Old Maple Tree</li> <li>• Plant Life Cycle and Growth</li> </ul>	
Names and describes common vegetables and fruits	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Follow the Apples</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Names two ways to care for the environment (throw away trash, conserve water)	<ul style="list-style-type: none"> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
Forms 2 parallel rows using 3-5 objects and demonstrates one-to-one correspondence	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Number Counting</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> </ul>
Demonstrates how to make a comparison and identify similarities and differences	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Match</li> <li>• Make Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Ranks and places objects in a series from big to little or tall to short	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Large, Larger, Largest</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
Using 3–5 objects, creates 2 rows and compares sets to identify difference in quantities	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
With support, begins to solve simple addition word problems using 1–5 objects	<ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou</li> <li>• Act Out Addition</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> </ul>
Begins to understand concepts related to the passage of time: seasons, days of week, clock time	<ul style="list-style-type: none"> <li>• Songs: Days of the Week; D—Days of the Week (New Zealand); Seasons</li> <li>• Books: Mr. Romano’s Secret; The Four Seasons; That’s What I Like: A Book About Seasons</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Observe a Simple System</li> <li>• Yesterday/Today</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Identifies numerals and uses objects to represent values 1–5	<ul style="list-style-type: none"> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 235 Number Books 1–5</li> </ul>
With support, solves simple word problems to combine 2 sets of 1–2 objects	<ul style="list-style-type: none"> <li>• Songs: Addition; A Nice Addition</li> <li>• Act Out Addition</li> <li>• Add Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
Orally counts forward 1-5 or higher, maintaining correct sequence	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Identifies positions that are opposites: over/under, top/bottom, left/right	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat; Monster Trucks</li> <li>• First, Middle, Last</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</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. 254 Polly Put the Kettle On</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Describes 2 characteristics of a common object (color, shape, use)	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Identifies routines associated with time concepts (morning, night)	<ul style="list-style-type: none"> <li>• Book: Marty's Mixed-Up Mom</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FINE ARTS/TECHNOLOGY</b>		
Engages in role-play and sings songs	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Moves to music maintaining balance and control	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
Adds details to drawings as a form of creative expression	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
With prompting, shows interest in and appreciation for creative works of others	<ul style="list-style-type: none"> <li>• Book: Lizard and the Painted Rock</li> <li>• Squirrel Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> <li>• Unit 7, Pg. 145 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
Begins to understand ways technology can be used to gather information	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>
Uses art materials for sensory experiences and exploration	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 3, Pg. 361 Fire Painting</li> <li>• Visual Arts Activities</li> </ul>
Responds to different musical styles through movement and play and dance	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
Names and uses digital devices to create class story (computer, mouse, keyboard)	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FINE ARTS/TECHNOLOGY</b> <i>continued</i>		
Role-plays to show how to care for technology and participate in games and activities	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>• Unit 1, Pg. 28 SmartStart Orientation</li> </ul>
With teacher support, uses software applications to create and express ideas		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>
With support, identifies words and sounds associated with different musical instruments		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>
Names common technology components (mouse, keyboard, computer, cell phone)	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
Engages with peers, repeating familiar songs and fingerplays	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Sing Around the World Songs</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Music Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
With adult support, uses technology to gather information and affirm understandings	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>
With adult support, plays digital games that reinforce learning	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>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>• Unit 1, Pg. 28 SmartStart Orientation</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FINE ARTS/TECHNOLOGY</b> <i>continued</i>		
Understands how technology is used at school (listening to music)	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>• Music and Dance Activities</li> </ul>
Identifies how technology affects daily life (cell phones, GPS)		<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>
<b>48-60 MONTHS</b>		
<b>SOCIAL-EMOTIONAL</b>		
Shows awareness and control of feelings most of the time	<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>• Papa's Thumb</li> <li>• Lost Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Follows rules and routines	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li>• 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>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Takes care of classroom materials	Waterford’s Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other’s property as well as their own.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li>Visual Arts Activities</li> <li>Introduction, Pg. 16 Sensory Table</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 19 Birthday Cupcakes</li> </ul>
Regulates own behavior and emotions	<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>Papa’s Thumb</li> <li>Lost Keys</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Identifies differences and connections between feelings and behaviors	<ul style="list-style-type: none"> <li>Lost Dinosaur</li> <li>Papa’s Thumb</li> <li>Squirrel’s Blocks</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Lots of Feelings</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 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Sustains attention and completes age-appropriate task	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Demonstrates empathy and caring for others	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby’s Ball</li> <li>Baby’s Berries</li> <li>Musical Mayhem</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 2, Pg. 206 Good Friends, Good Listeners</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>Unit 4, Pg. 13 We’re All Happy</li> </ul>
Shows competence using pro-social behaviors to initiate pretend play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 88 Let’s Play</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Demonstrates more than one way to solve a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
Persists in solving problems independently	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
Assumes roles and responsibilities in the classroom community	<ul style="list-style-type: none"> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Clean Up and Center Review</li> <li>Unit 2, Pg. 214 Garbage Elves</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> </ul>
Shows initiative and persistence in problem-solving	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>
Understands that actions affect others (cause/effect)	<ul style="list-style-type: none"> <li>Observe a Simple System</li> <li>Science Investigation</li> <li>Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> </ul>
Initiates problem-solving strategies, seeking help as needed	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 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> <li>Unit 6, Pg. 107 How to Solve a Problem</li> <li>Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Describes own feelings and identifies preferences	<ul style="list-style-type: none"> <li>• Books: José Three; Ooey, Gooney Mud; I Hate Peas; Lumpy Mush; Bad News Shoes</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Engages in group activities for up to 20 minutes at a time	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Demonstrates cooperation and has meaningful relationships with friends	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Makes choices and accepts consequences related to choices	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Broken Lamp</li> <li>• Baby’s Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Works cooperatively to complete a group project	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Demonstrates understanding of others’ opinions and feelings that differ from own	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; Bad News Shoes; Movin’ to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 74 It’s Okay to Say No</li> </ul>
Controls impulses and engages in cooperative play through sharing and taking turns	<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>• Papa’s Thumb</li> <li>• Lost Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
Understands that actions affect others and accepts consequences of actions	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Broken Lamp</li> <li>• Baby’s Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Delays gratification for short periods of time	<ul style="list-style-type: none"> <li>• Dinner Time</li> <li>• The Picnic</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Homelink: Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg.6 Listening Rug Rules</li> <li>• Unit 1, Pg.76 Taking Turns Game</li> <li>• Unit 4, Pg.88 Journal Prompt: I Took Turns When...</li> <li>• Unit 4, Pg.80 Waiting Game</li> </ul>
Is aware of competence and describes self positively	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Grandpa’s Great Athlete</li> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
Makes and expresses choices, plans, and decisions	Waterford’s Central Park character Squirrel, models independence and communicates his choices in engaging videos.	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Focuses and sustains attention for 20-minute activity	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b> <i>continued</i>		
Maintains positive relationships and interactions with adults and peers	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• My Family</li> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Lost and Found</li> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 4, Pg. 84 Working Together</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> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>PHYSICAL DEVELOPMENT</b>		
Combines prewriting strokes to print alphabet letters to represent words	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
Demonstrates coordination and balance, practicing personal safety	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Describes and follows safety rules for self and others	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> <li>• Life Jackets and Floaties</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 3, Pg. 375 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>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT</b> <i>continued</i>		
Participates in games, showing how body parts work together for movement	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Demonstrates coordination engaging in physical activities using left and right body parts	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Throws and catches 8-10-inch ball with both hands		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
Uses correct body posture, grip, and pressure on more complex drawings	<ul style="list-style-type: none"> <li>• Squirrel Sketches</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Pencil Grip</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> <li>• Visual Arts Activities</li> </ul>
Demonstrates small-muscle control when folding, tearing, drawing, and painting	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 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> </ul>
Demonstrates flexibility when exercising that requires balance and control	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Kicks a moving 8-10-inch ball to demonstrate coordination		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT</b> <i>continued</i>		
Copies model making axial movements, reaching, twisting, bending, to explore space	<b>Resources:</b> • Yoga Booklet	<ul style="list-style-type: none"> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 7, Dramatic Play: Gym</li> <li>Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> </ul>
Shows control of tasks that require small-muscle strength and endurance	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop 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> </ul>
Demonstrates coordination in motion (throw, catch, kick a ball)		<ul style="list-style-type: none"> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> </ul>
Identifies different ways to move (hop, skip, jump, run)		<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Physically moves to demonstrate understanding of location words (prepositions)	<ul style="list-style-type: none"> <li>Songs: Preposition Cat; Get Over the Bugs; Monster Trucks</li> <li>First, Middle, Last</li> <li>Over, Under, Above, Below</li> <li>Over, Under, and Through</li> <li>Top, Beside, and Bottom</li> <li>Inside, Outside, Between</li> <li>Position</li> <li>Above, Below, Next to, On</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. 254 Polly Put the Kettle On</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Uses body parts to reach upward or outward and extend height, width	<b>Resources:</b> • Yoga Booklet	<ul style="list-style-type: none"> <li>Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Demonstrates gross motor coordination and control: skip, gallop, hop	<b>Resources:</b> • Yoga Booklet	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL DEVELOPMENT</b> <i>continued</i>		
Demonstrates how to log roll forward and backward on floor		<ul style="list-style-type: none"> <li>Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
Demonstrates understandings about muscles and bones working together for movement	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</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</li> </ul>
Demonstrates flexibility, strength, and endurance in physical activities	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
<b>LANGUAGE AND COMMUNICATION</b>		
Uses gestures and words to describe needs and feelings	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Feelings Posters</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 4, Pg. 74 It's Okay to Say No</li> <li>Unit 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> </ul>
Uses language and engages in conversations	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Morning Meetings</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b> <i>continued</i>		
Listens and waits for a turn to speak	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
Uses illustrations to activate prior knowledge	<ul style="list-style-type: none"> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 1, Pg. 148 Ten Little Goldfish</li> </ul>
Answers simple questions about a story read aloud	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> <li>What Comes Next?</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
Follows 2-3-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"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>Unit 2, Pg. 246 I Touch My Nose Like This</li> </ul>
Uses pictures to combine two words and form a compound word	<ul style="list-style-type: none"> <li>Song: Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 26 Listening Activity: Segment Farm Compound Words</li> <li>Unit 4, Pg. 46 Listening Activity: Animal Compound Words</li> <li>Unit 4, Pg. 50 Vertebrate Compound Words</li> </ul>
Uses question words to gather information	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Science Investigation</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 150 What Doesn't Belong</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b> <i>continued</i>		
Compares and describes attributes of common objects	<ul style="list-style-type: none"> <li>Songs: Let's Compare; All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 1, Pg. 145 What's in the Bag?</li> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 3, Pg. 338 Sort It Out</li> <li>Unit 3, Pg. 359 Fancy Shapes</li> </ul>
Uses plural nouns correctly in oral language (cat, cats)	<ul style="list-style-type: none"> <li>Song: More than One</li> <li>Book: Moose Are Not Meese</li> </ul>	
Deletes a word from a compound word	<ul style="list-style-type: none"> <li>Take Away Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>Unit 4, Pg. 46 Listening Activity: Animal Compound Words</li> <li>Unit 4, Pg. 50 Vertebrate Compound Words</li> </ul>
Uses details to retell a familiar story or describe a common object	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Sum Up: Remember Order</li> <li>Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 1, Pg. 145 What's in the Bag?</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 4, Pg. 112 I Can Book</li> </ul>
Combines more than one idea in a sentence using connecting words (and, because)	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"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Determines the meaning of unknown words using conversation or pictures	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 1, Pg. 112 Elephant Invitations</li> <li>Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
Describes what he/she can do, showing reasonable opinion of own abilities and limitations	<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> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b> <i>continued</i>		
Uses plurals and pronouns in sentences with subject/verb agreement	<ul style="list-style-type: none"> <li>Song: More than One</li> <li>Plural Nouns</li> </ul>	
Speaks using more than one idea or phrase in a sentence	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Recognizes and uses a growing number of high-frequency words (HFWs)	<ul style="list-style-type: none"> <li>Power Words</li> </ul>	
Identifies beginning sound of CVC words for letters using previously taught sounds	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Letter Sound</li> <li>Coloring Game (Make a Scene)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
Identifies sounds and names letters: m, a, s, t, i, f, n, o, p, c, k, l, u, b, h, e, r, d	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Pictures</li> <li>Find the Letter</li> <li>Fast Letter Fun</li> <li>Letter Checker</li> <li>Name That Letter</li> <li>Sound Songs</li> <li>Letter Sound</li> <li>Sound Room</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Identifies ending sound in CVC words	<ul style="list-style-type: none"> <li>Final Sound Instruction</li> <li>Right Final Sound</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/</li> <li>Unit 6, Pg. 110 Listening Activity: Number Final Sounds</li> <li>Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/</li> <li>Unit 6, Pg. 120 Listening Activity: Final Sounds /r/ and /g/</li> <li>Unit 7, Pg. 130 Listening Activity: Final Sounds Salute</li> <li>Unit 7, Pg. 144 Listening Activity: Initial and Final Sounds Circle</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b> <i>continued</i>		
Blends phonemes to sound out CVC words without pictorial support	<ul style="list-style-type: none"> <li>Blend Every Sound (Phonemes)</li> <li>Blend Phonemes Instruction (Chef; Machine)</li> <li>Blending Riddles: Individual Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 246 Listening Activity: Simon Says Blend Phonemes</li> </ul>
Dictates stories for teacher to print words and publish story	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
Generates questions and investigates answers	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Build Knowledge</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</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. 363 Seed Investigation</li> </ul>
Recognizes coins and relates how money is used	<ul style="list-style-type: none"> <li>Song: Save Your Pennies</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Money</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Understands the difference between a question and a statement	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?; Sentence Marks</li> <li>Science Investigation Introduction</li> </ul>	
Uses verb tenses related to time concepts, present and past	<ul style="list-style-type: none"> <li>Song: It Happened Yesterday</li> <li>Calendar/Graph Weather</li> <li>Today</li> <li>Observe a Simple System</li> <li>Yesterday/Today</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Uses complete sentences, usually with correct subject-verb order	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE AND COMMUNICATION</b> <i>continued</i>		
Demonstrates knowledge of rules for conversations	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Demonstrates knowledge of nonverbal conversational rules	<b>Resources:</b> <ul style="list-style-type: none"> <li>Emotion Cards</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 4, Pg. 4 Guess How I'm Feeling</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>
Describes safe practices used around unfamiliar people, animals, or places	<b>Resources:</b> <ul style="list-style-type: none"> <li>Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 373 Trusted Adults</li> </ul>
Speaks clearly and matches language to social contexts	Waterford activities introduce letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Uses large speaking vocabulary, adding new words daily	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>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Story Time Activities</li> <li>Journal Activities</li> <li>Center Activities</li> </ul>
Demonstrates understanding of academic language used in classroom	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 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>Journal Activities</li> <li>Center Activities</li> </ul>
Combines sentences that include details about a topic	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"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LANGUAGE AND LITERACY</b>		
Names/identifies external body parts	<ul style="list-style-type: none"> <li>• Song: I Touch My Nose Like This</li> <li>• Body Parts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> </ul>
Associates body parts with 5 senses: eyes, ears, nose, mouth, skin	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat, Fawn Eyes</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>
Describes personal characteristics about self	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Name Is Squirrel</li> <li>• Come Inside</li> <li>• Squirrel Sketches</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
Identities similarities and differences in self and others	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Ooey, Goopy Mud; Grandpa's Great Athlete; Movin' to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• My Family</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> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
Identifies left or right	<ul style="list-style-type: none"> <li>• Song: Right and Left</li> </ul>	
Identifies features in environment (school)	<ul style="list-style-type: none"> <li>• Book: Your Backyard</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Identifies book parts: top/bottom, front/back, cover, title, words, spaces	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
Participates in pre-reading and reading-related activities	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LANGUAGE AND LITERACY</b> <i>continued</i>		
Demonstrates how to handle a book and pretend to read	Online picture story books feature animation that simulates pages turning one by one, from front to back, as the narrator sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the highlighted text. Example: Jack and Jill	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
Identifies roles of author and illustrator	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
Identifies details in illustrations	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Story Time Activities</li> </ul>
Identifies and describes story parts: setting, characters, events	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Story Time Activities</li> </ul>
Asks to be read to and asks the meaning of written text	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"> <li>• Story Time Activities</li> </ul>
Describes characteristics of self and family	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Name Is Squirrel</li> <li>• Come Inside</li> <li>• Squirrel Sketches</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
Identifies common features in home and school environments	<ul style="list-style-type: none"> <li>• Book: Your Backyard</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Identifies daily activities associated with time (morning, afternoon, night)	<ul style="list-style-type: none"> <li>• Book: Marty's Mixed-Up Mom</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LANGUAGE AND LITERACY</b> <i>continued</i>		
Identifies sounds and names letters: m, a	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Segments single-syllable words in a 3-4-word sentence	<ul style="list-style-type: none"> <li>• Song: Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
Segments words into syllables	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 202 Circus Syllables</li> </ul>
Identifies books that tell a story versus books that include facts	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Traditional Tales</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LANGUAGE AND LITERACY</b> <i>continued</i>		
Uses pictures to retell events in a familiar story, not always in order	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
Identifies rhyming words using pictures for support	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</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> </ul>
Identifies sounds and names letters: m, a, s, t	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> <li>• Name That Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Identifies good habits of nutrition and exercise	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY-WRITING</b>		
Uses correct body posture, grip, and pressure to fold and tear paper		<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Draws round shapes using prewriting stroke, Up and around	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 3, Pg. 330 Circle Party</li> </ul>
Draws vertical lines using prewriting stroke, Touch, pull down	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Visual Arts Activities</li> </ul>
Uses correct grip and posture when drawing	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Pencil Grip</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>
Uses prewriting stroke, Touch, push over, to draw horizontal lines in finger paint	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Visual Arts Activities</li> </ul>
Combines prewriting strokes to draw round and square shapes	<ul style="list-style-type: none"> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 3, Pg. 330 Circle Party</li> </ul>
Uses prewriting strokes, Slant left and Slant right, to draw slanted lines	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Combines prewriting strokes to draw more complex shapes and designs	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Combines prewriting strokes to print lowercase letters	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Lowercase Letter Introductions</li> </ul>
Adds scribbles and details to drawings to convey meaning	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Uses prewriting strokes to draw and trace geometric shapes	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 3, Pg. 349 Making Shapes</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Dictates to and shares thoughts, ideas, and stories	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY-WRITING</b> <i>continued</i>		
Uses letters or symbols to make words or print parts of words	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Uses prewriting strokes to print numerals 0-9	<ul style="list-style-type: none"> <li>• Number Instruction 0; 1; 2; 3; 4; 5; 6; 7; 8; 9</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 73 Read and Write Number 1</li> <li>• Unit 1, Pg. 90 Read and Write 2</li> <li>• Unit 1, Pg. 103 Read and Write 3</li> <li>• Unit 1, Pg. 139 Read and Write 4</li> <li>• Unit 2, Pg. 200 Read, Write, and Exercise 5</li> <li>• Unit 4, Pg. 89 Read and Write Zero</li> <li>• Unit 4, Pg. 102 Read and Write 6</li> <li>• Unit 5, Pg. 136 Read and Write 7</li> <li>• Unit 5, Pg. 220 Read and Write 8</li> <li>• Unit 5, Pg. 248 Read and Write 9</li> </ul>
Combines prewriting strokes to print uppercase letters: A, S, C, G, O, I, M, T	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> </ul>
Attempts to write first name	<ul style="list-style-type: none"> <li>• Name Game</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> </ul>
Prints lowercase and uppercase letters to write simple words	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Journal Activities</li> </ul>
Uses prewriting strokes to print numerals 1-9	<ul style="list-style-type: none"> <li>• Number Instruction: 1; 2; 3; 4; 5; 6; 7; 8; 9</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 73 Read and Write Number 1</li> <li>• Unit 1, Pg. 90 Read and Write 2</li> <li>• Unit 1, Pg. 103 Read and Write 3</li> <li>• Unit 1, Pg. 139 Read and Write 4</li> <li>• Unit 2, Pg. 200 Read, Write, and Exercise 5</li> <li>• Unit 4, Pg. 102 Read and Write 6</li> <li>• Unit 5, Pg. 136 Read and Write 7</li> <li>• Unit 5, Pg. 220 Read and Write 8</li> <li>• Unit 5, Pg. 248 Read and Write 9</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EMERGENT LITERACY-WRITING</b> <i>continued</i>		
Combines prewriting strokes to print alphabet letters and write numerals 1-9	<ul style="list-style-type: none"> <li>• Number Instruction: 1; 2; 3; 4; 5; 6; 7; 8; 9</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 73 Read and Write Number 1</li> <li>• Unit 1, Pg. 90 Read and Write 2</li> <li>• Unit 1, Pg. 103 Read and Write 3</li> <li>• Unit 1, Pg. 139 Read and Write 4</li> <li>• Unit 2, Pg. 200 Read, Write, and Exercise 5</li> <li>• Unit 4, Pg. 102 Read and Write 6</li> <li>• Unit 5, Pg. 136 Read and Write 7</li> <li>• Unit 5, Pg. 220 Read and Write 8</li> <li>• Unit 5, Pg. 248 Read and Write 9</li> </ul>
Prints letters and words used to label or express an idea or feeling	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Journal Activities</li> </ul>
<b>MATHEMATICS/SCIENCE</b>		
Identifies things that are same and different	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 6, Pg. 24 Fingerprints Same or Different?</li> </ul>
Identifies objects by size, either big or little	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> </ul>
Recognizes colors, red and blue	<ul style="list-style-type: none"> <li>• Song: Squirrel's Zoo Colors</li> <li>• Red, Yellow, Blue Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
Recognizes round shapes, circle and oval	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 330 Circle Party</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Places objects in two rows, matching one-to-one (not counting)	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Match</li> </ul>	
Identifies colors, yellow and green	<ul style="list-style-type: none"> <li>• Song: Squirrel's Zoo Colors</li> <li>• Red, Yellow, Blue Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Extends ABAB patterns, alternating two colors (red, blue) or sounds (clap, stomp)	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern AB</li> <li>• Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> </ul>
Matches objects one-to-one, forming two rows	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Counting Songs</li> <li>• Match Numbers</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Practice</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. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> </ul>
Counts 1-4 objects and matches numerals to show how many	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Number Counting</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
Sorts and classifies objects by 2 attributes and identifies set with more (not counting)	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Match</li> <li>• Make Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Identifies colors: orange, purple, brown	<ul style="list-style-type: none"> <li>• Song: Squirrel's Zoo Colors</li> <li>• Color Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
Names shapes and describes attributes: circle, oval, rectangle, square	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Combines small shapes to create large shape	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 368 Shapes Mural</li> </ul>
Stacks blocks to demonstrate height concepts, tall and short	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 6, Pg. 114 Length</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
Identifies time concepts: today, yesterday, tomorrow	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Yesterday/Today</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>
Identifies sets with more, less, and equal quantities	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
Counts 1-5 objects and matches numerals to show how many	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Identifies colors: white, black, pink	<ul style="list-style-type: none"> <li>• Song: Squirrel's Zoo Colors</li> <li>• Color Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
Names/compares attributes of shapes: circle, oval, rectangle, square, triangle, heart, star	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Identifies positions that are opposites: up, down, top, bottom, over, under, front, back	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• First, Middle, Last</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
Counts 1-5 objects, understanding that the last number counted tells how many	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
Discusses concepts related to time: season, events, calendar	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Observe a Simple System</li> <li>• Yesterday/Today</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Identifies objects and changes in the sky related to seasons	<ul style="list-style-type: none"> <li>• Song: Sun Blues; The Moon; S—Star Light Start Bright (United States); Seasons</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Build Knowledge: Moon Song</li> <li>• Moon Patterns</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 38 Dramatic Play: To the Moon!</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>
Counts 1-7 objects and matches numerals to show how many	<ul style="list-style-type: none"> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 235 Number Books 1-5</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> </ul>
Discusses types of weather and describes how it changes	<ul style="list-style-type: none"> <li>• Book: Whatever the Weather</li> <li>• Calendar/Graph Weather</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Describes what happens during changes on Earth and in the sky	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons; The Four Seasons; Whatever the Weather</li> <li>• Sun</li> <li>• Moon</li> <li>• Build Knowledge: Moon Song</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Describes properties of solids and liquids and changes in heat and cold	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter</li> <li>• Book: Pancakes Matter</li> <li>• Changes in Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 335 Exploring Water</li> </ul>
Plans and conducts investigations and experiments, making prediction or hypothesis	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>	
Records observations using graphs to represent data	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>
Identifies and names 10 colors	<ul style="list-style-type: none"> <li>• Song: Squirrel’s Zoo Colors</li> <li>• Color Practice</li> <li>• Red, Yellow, and Blue</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 361 Fire Painting</li> <li>• Unit 3, Pg. 368 Shades of Paint</li> <li>• Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
Identifies 10 shapes by their attributes: circle, oval, rectangle, square, triangle, heart, star, hexagon, diamond, octagon	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>
Identifies 5 objects in group without counting	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dot Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Identifies 2-D and 3-D shapes that remain the same shape regardless of position	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>
Sorts and classifies 1-9 objects into sets and uses numerals to show how many in each set	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Using 1–9 objects, counts to identify sets with greater than, less than, or equal number of objects	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
Estimates and names how many in set of 1–5 objects without counting	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Subitizing Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 206 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 4, Pg. 102 Read and Write 6: Warm-up Number Dots</li> </ul>
Uses nonstandard measurement to determine length, height, weight	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>
Identifies concepts of weight and capacity/volume (heavy, light, full, half-full, empty)	<ul style="list-style-type: none"> <li>• Heavy and Light</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
Investigates and describes position and motion of objects	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• First, Middle, Last</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Top, Beside, and Bottom</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Matches numerals 0–9 with objects that represent number values	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
Counts up to 10 objects, knowing that the last count indicates how many	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Rote counts 1-20 or higher	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> </ul>
Divides up to 10 objects into equal groups/sets		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
Identifies and compares earth materials, properties, and use (water, rocks, soil)	<ul style="list-style-type: none"> <li>• Water</li> <li>• Materials</li> <li>• Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
Discusses life cycle and needs of plants and relates to environment	<ul style="list-style-type: none"> <li>• Books: A Seed Grows; The Old Maple Tree</li> <li>• Plant Life Cycle and Growth</li> </ul>	
Recognizes, observes, and discusses the relationship of organisms to their environments	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal;</li> <li>• Book: Guess What I Am; Food From Plants; Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Worms</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <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>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Discusses ways to care for the environment	<ul style="list-style-type: none"> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
Counts up to 10 objects in any arrangement	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Match Numbers</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 45 Counting and Attendance</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>
Understands that zero represents a set that has no objects	<ul style="list-style-type: none"> <li>• Song: Zero is a Big Round Hole</li> <li>• Book: Zero in My Toy Box</li> <li>• Number 0 Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 70 Introduce and Count Zero</li> <li>• Unit 4, Pg. 81 Read and Write Zero</li> </ul>
Shows multiple ways for representing a value: 4 (2 + 2, 3 + 1) and 5 (3 + 2, 4 + 1)	<ul style="list-style-type: none"> <li>• Song: Fact Families</li> <li>• Book: Facts About Families</li> </ul>	
Completes simple addition word problems using 1-5 objects	<ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou</li> <li>• Act Out Addition</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> </ul>
Places objects in a series to demonstrate concepts: size, length, height, weight	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Capacity</li> <li>• Order Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>
Describes concepts associated with the passage of time: season, days of week, hour, minute	<ul style="list-style-type: none"> <li>• Songs: Days of the Week; D—Days of the Week (New Zealand); Seasons</li> <li>• Books: Mr. Romano’s Secret; The Four Seasons; That’s What I Like: A Book About Seasons</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Observe a Simple System</li> <li>• Yesterday/Today</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE <i>continued</i></b>		
Identifies numerals and uses objects to represent values 0-10	<ul style="list-style-type: none"> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 235 Number Books 1-5</li> </ul>
Completes simple subtraction word problems using 1-5 objects	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
Orally counts forward 1-20 or higher, 1-30	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> </ul>
Identifies ordinal positions, first-fifth	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Monster Trucks</li> <li>• Book: The Circus Came to Town</li> <li>• First, Next, and Last</li> <li>• First, Middle, Last</li> </ul>	
Counts backward from 5 to 1	<ul style="list-style-type: none"> <li>• Songs: Counting Backward</li> <li>• Book: A Space Adventure</li> <li>• Count Down</li> <li>• Counting Back</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 280 Counting Backwards</li> </ul>
Understands that the order of counting sequence is always the same, regardless of what is counted	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 2, Pg. 252 Find One More</li> <li>• Unit 2, Pg. 261 Make One More</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS/SCIENCE</b> <i>continued</i>		
Describes concepts associated with the passing of time (months, seasons)	<ul style="list-style-type: none"> <li>• Songs: Days of the Week; D—Days of the Week (New Zealand); Seasons; Months of the Year</li> <li>• Books: Mr. Romano’s Secret; The Four Seasons; That’s What I Like: A Book About Seasons</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Observe a Simple System</li> <li>• Yesterday/Today</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Discusses ways to care for environment	<ul style="list-style-type: none"> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
<b>FINE ARTS/TECHNOLOGY</b>		
Engages in creative dramatics and role-play	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Moves to music maintaining balance and control	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
Uses art materials for sensory experiences and exploration	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 16 Sensory Table</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 38 Eric Carle Paintings</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 3, Pg. 361 Fire Painting</li> <li>• Visual Arts Activities</li> </ul>
Responds to different musical styles through movement and play and dance	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>



BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FINE ARTS/TECHNOLOGY</b> <i>continued</i>		
Adds details to drawings as a form of creative expression	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Demonstrates interest in and appreciation for creative works of others	<ul style="list-style-type: none"> <li>• Book: Lizard and the Painted Rock</li> <li>• Squirrel Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 145 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
Understands that technology can be used to gather topic information	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>
Names and uses digital devices to create class story (computer, mouse, keyboard)	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
Demonstrates how to care for technology and participates in games and activities	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>• Unit 1, Pg. 28 SmartStart Orientation</li> </ul>
Uses software applications to create and express ideas		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>
Identifies words and sounds associated with different musical instruments		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>
Uses appropriate vocabulary and care when discussing and using digital devices	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>

BENCHMARK STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FINE ARTS/TECHNOLOGY</b> <i>continued</i>		
Engages with peers, repeating familiar songs and fingerplays	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Sing Around the World Songs</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Music Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Uses technology to locate information about food sources and groups	<ul style="list-style-type: none"> <li>• Book: Follow the Apples</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b> My Healthy Plate</p>	
Uses vocabulary to identify and describe operations of mouse, keyboard, printer	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
Understands how technology is used at school	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>
Identifies how technology affects daily life	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

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

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

### Sentence Dictation Titles

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

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



## SUPPORT

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

## CONTINUAL DEVELOPMENT

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

## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

## SPANISH FAMILY ENGAGEMENT RESOURCES

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

### SONGS

#### Beginning Math Songs

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

#### Nursery Songs and Rhymes

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

#### Beginning Reading Songs

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

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

### WEEKLY HOMELINK NEWSLETTERS

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

### MATH HOMELINK NEWSLETTERS

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

### SCIENCE HOMELINK NEWSLETTERS

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

### READING HOMELINK NEWSLETTERS

#### Alphabet Knowledge

#### Comprehension and Vocabulary

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

#### Readiness Skills Letters

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

#### Phonological Awareness Letters

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

## WATERFORD MENTOR

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



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