

CURRICULUM *Correlation*



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

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
EMOTIONAL DEVELOPMENT		
STANDARD 1: CHILDREN DEVELOP A SENSE OF IDENTITY AND BELONGING BY:		
1a. Developing an awareness and appreciation of self as a unique, competent, and capable individual.	<ul style="list-style-type: none"> • Book: My Super Sticky Sandwich • Squirrel's Sketches • Dinner Time • Soup's On! • Perfect Present • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 346 Journal Prompt: My Job • Unit 4, Pg. 112 I Can Book • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
1b. Feeling a sense of pride and belonging to family, community, and other groups.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • My Family 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 288 My Family • Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner
1c. Expressing confidence in a range of abilities and in the capacity to accomplish tasks and take on new challenges.	<ul style="list-style-type: none"> • Squirrel's Sketches • Dinner Time • Soup's On! • Perfect Present • Mama's Melody • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 80 Pairs • Unit 1, Pg. 134 Texture Sort • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
STANDARD 2: CHILDREN DEMONSTRATE HEALTHY EMOTIONAL EXPRESSION AND FUNCTIONING BY:		
2a. Expressing, recognizing, and labeling their body's sensations and emotions.	<ul style="list-style-type: none"> • Lost Dinosaur • Lost Keys • Papa's Thumb • Squirrel's Blocks • Baby's Ball • Boo Hoo Baby • Where's Papa? • Lost and Found 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel...
2b. Adapting to diverse situations and new environments with appropriate emotions and behaviors.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 39 Quiet Time • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 57 Self-Control Instruments

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 2: CHILDREN DEMONSTRATE HEALTHY EMOTIONAL EXPRESSION AND FUNCTIONING BY <i>continued</i>:		
2c. Managing their internal state and emotions with increasing independence.	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down Unit 4, Pg. 47 Quiet Bottles Unit 4, Pg. 56 Journal Prompt: Pete the Cat Story Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
2d. Handling impulses and behavior with support from adults.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 4, Pg. 57 Self-Control Instruments
SOCIAL DEVELOPMENT		
STANDARD 1: CHILDREN BUILD RELATIONSHIPS WITH ADULTS BY:		
1a. Showing trust, developing emotional bonds, and interacting comfortably with adults.	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found Where's Papa? <p>Engagement:</p> <ul style="list-style-type: none"> Trusted Adults 	<ul style="list-style-type: none"> Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 117 Digital Safety
1b. Communicating with familiar adults and accepting or requesting guidance.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 117 Digital Safety
STANDARD 2: CHILDREN BUILD RELATIONSHIPS WITH PEERS BY:		
2a. Engaging in and maintaining positive interactions and relationships with other children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> Unit 2, Pg. 188 Full Buckets Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 7, Pg. 249 Friendship
2b. Engaging in age-appropriate social play (e.g., parallel, associative, cooperative).	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"> Dramatic Play Activities Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? Unit 7, Pg. 178 Fox In a Box
2c. Using problem-solving skills to resolve conflicts with other children.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 3: CHILDREN DEMONSTRATE PRO-SOCIAL BEHAVIOR BY:		
3a. Recognizing and labeling others' emotions.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb • Noisy Children 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel...
3b. Expressing care and concern toward others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
3c. Recognizing how actions affect others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 7, Pg. 184 Consequence Game
3d. Asserting themselves and communicating preferences in age-appropriate ways.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 149 I Am, I Can • Unit 5, Pg. 188 Insect Walking Sounds
3e. Participating collaboratively with a group.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 6 Listening Rug Rules • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 48 Flag On the Moon

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CULTURE, FAMILY, AND COMMUNITY		
STANDARD 1: CHILDREN DEVELOP AN UNDERSTANDING OF CULTURE, FAMILY, AND COMMUNITY BY:		
1a. Demonstrating self-awareness, confidence, family pride, and positive social identities.		<ul style="list-style-type: none"> Unit 1, Pg. 61 Reflection and Dismissal Unit 3, Pg. 270 Grandma's House
1b. Expressing comfort and joy with human diversity, using accurate language for human differences, and forming deep, caring connections across all dimensions of human diversity.		<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 6, Pg. 89 Storytelling Festival
1c. Developing an awareness of the functions, contributions, and diverse characteristics of their own family and others.		<ul style="list-style-type: none"> Unit 3, Pg. 270 Grandma's House Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
1d. Recognizing and describing physical features of the classroom, home, and community.	<p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City With Your Children 	<ul style="list-style-type: none"> Unit 4, Pg. 28 Classroom Block Play Unit 5, Pg. 246 Good Friends Activity: Library Field Trip Unit 6, Pg. 69 Dramatic Play: Post Office
1e. Developing an understanding of the basic principles of how communities function.	<p>Engagement:</p> <ul style="list-style-type: none"> Community Helpers 	<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 3, Pg. 298 Dramatic Play: Farm Unit 3, Pg. 326 We All Have Jobs
1f. Recognizing unfairness (injustice), using language to describe unfairness, and understanding that unfairness hurts.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like George Washington Carver; Eyes on the Goal: The Story of Abby Wambach; Defying Gravity: The Story of Mae Jemison; Good Trouble: The Story of John Lewis 	<ul style="list-style-type: none"> Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
1g. Demonstrating a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.	<ul style="list-style-type: none"> Book: Good Trouble: The Story of John Lewis 	<ul style="list-style-type: none"> Unit 5, Pg. 197 Good Friends Activity: I'm a Helper Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend Unit 5, Pg. 238 Friends Use Kind Words

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMMUNICATION		
STANDARD 1: CHILDREN DEMONSTRATE RECEPTIVE LANGUAGE SKILLS BY:		
1a. Understanding, responding to, and learning from conversations with others.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 1, Pg. 22 Name Song • Unit 6, Pg. 59 Rhythm Stick Sounds • Unit 6, Pg. 75 Grown-up Manners • Unit 7, Pg. 238 Surfing the Waves
1b. Responding appropriately to simple statements, directions, questions, and stories.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	<ul style="list-style-type: none"> • Unit 6, Pg. 59 Rhythm Stick Sounds • Unit 7, Pg. 150 What Doesn't Belong? • Unit 7, Pg. 178 Fox In a Box
1c. Comprehending increasingly complex and varied vocabulary.	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"> • Dramatic Play Activities • Unit 3, Pg. 368 Shades of Paint • Unit 5, Pg. 141 Language: Sentence Board Game
STANDARD 2: CHILDREN DEMONSTRATE EXPRESSIVE LANGUAGE SKILLS BY:		
2a. Using increasingly complex and varied vocalizations and vocabulary to express ideas and needs.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> • Journal Activities • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
2b. Communicating in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Books: Quick! Help!; The Watermelon Seed; The Noise in the Night • Lost and Found • Do I Have To? • It's Not Fair! • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
2c. Understanding, following, and using appropriate social and conversational rules.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 2: CHILDREN DEMONSTRATE EXPRESSIVE LANGUAGE SKILLS BY <i>continued</i>:		
2d. Persisting with conversations through multiple exchanges.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 5, Pg. 214 Set the Table, Please
2e. Varying the amount of information provided to meet the demands of the situation.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
2f. Expressing themselves in increasingly long, detailed, and sophisticated ways.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	<ul style="list-style-type: none"> Unit 1, Pg. 134 Texture Sort Unit 5, Pg. 188 Insect Walking Sounds Unit 7, Pg. 151 How to Wash My Bear
LITERACY		
STANDARD 1: CHILDREN GAIN EARLY READING SKILLS AND AN APPRECIATION FOR BOOKS BY:		
1a. Showing interest in shared reading experiences and engaging with books independently.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read with Me Books (See titles at end of document.) 	<ul style="list-style-type: none"> Story Time Activities Unit 5, Pg. 230 Dramatic Play: Library Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
1b. Comprehending meaning from pictures and stories.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read with Me Books (See titles at end of document.) Words Tell About the Pictures 	<ul style="list-style-type: none"> Story Time Activities
1c. Demonstrating an understanding of narrative structure through storytelling/retelling.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read with Me Books Number Books Science Books (See titles at end of document.) Sum Up: Remember Order Sum Up: Five Ws 	<ul style="list-style-type: none"> Story Time Activities Unit 5, Pg. 230 Dramatic Play: Library
1d. Engaging with or asking and answering questions about a book that is read aloud.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books Read with Me Books Informational Books (See titles at end of document.) Ask a Question Find an Answer Sum Up: Five Ws 	<ul style="list-style-type: none"> Story Time Activities

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 1: CHILDREN GAIN EARLY READING SKILLS AND AN APPRECIATION FOR BOOKS BY <i>continued</i>:		
1e. Recognizing how books are read (front to back and one page at a time) and recognizing basic features of books such as title, 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. Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books
1f. Making connections between stories and real-life experiences.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story 	<ul style="list-style-type: none"> • Story Time Activities • Dramatic Play Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time
STANDARD 2: CHILDREN DEMONSTRATE PHONOLOGICAL AWARENESS BY:		
2a. Attending to, repeating, and using rhythms, rhymes, phrases, or refrains from stories or songs.	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Marmot Shapes; Days of the Week; Same and Different • Books: Jump Rope Rhymes; Rocks in My Socks • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 51 Fancy Rhyming • Unit 4, Pg. 34 Listening Activity: Rhyme Review
2b. Demonstrating awareness that spoken language is composed of smaller segments (e.g., words, syllables, and sounds).	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Syllables • Letter Sounds 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 82 Letters Make Words • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 5, Pg. 202 Circus Syllables
STANDARD 3: CHILDREN DEVELOP WRITING SKILLS BY:		
3a. Recognizing that writing is a way of communicating for a variety of purposes.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Journal Activities • Unit 2, Pg. 181 Introducing Journals • Unit 4, Pg. 43 Capital Letter Scrapbook
3b. Using a combination of drawing, dictating, and writing to tell a 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"> • Journal Activities • Unit 2, Pg. 181 Introducing Journals
3c. Communicating through written representations, symbols, and letters using increasingly sophisticated marks.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Journal Activities • Capital Letter Introductions • Lowercase Letter Introductions • Unit 2, Pg. 181 Introducing Journals

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 4: CHILDREN GAIN KNOWLEDGE OF PRINT CONCEPTS AND THE ALPHABET BY:		
4a. Identifying letters of the alphabet and producing correct sounds associated with letters.	<ul style="list-style-type: none"> • Songs: Mama Squirrel’s Sound Song; ABC Songs • Letter Sound Songs • Name that Letter • Name That Letter Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Letter Sounds Activities
4b. Developing an understanding that print carries a message through symbols and word.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Morning Message Activities • Unit 1, Pg. 82 Letters Make Words
APPROACHES TO LEARNING		
STANDARD 1: CHILDREN FOSTER INITIATIVE AND CURIOSITY BY:		
1a. Demonstrating eagerness to explore, learn about, and discuss a range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System • Amphibians <p>Engagement:</p> <ul style="list-style-type: none"> • How It Works 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 203 Spring Gallop!
1b. Demonstrating flexibility, imagination, and inventiveness in approaching tasks and activities.	<ul style="list-style-type: none"> • Science Tools • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 3, Pg. 348 Friday Story: The Perfect Square • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
1c. Planning, initiating, and completing learning activities with peers.	Waterford runs on a dynamic sequence engine that responds to each child’s individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity.	<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 110 Plan, Do, Review
STANDARD 2: CHILDREN PRACTICE COGNITIVE SELF-REGULATION AND EXECUTIVE FUNCTION SKILLS BY:		
2a. Demonstrating an increasing ability to control impulses.	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 2: CHILDREN PRACTICE COGNITIVE SELF-REGULATION AND EXECUTIVE FUNCTION SKILLS BY <i>continued</i>:		
2b. Maintaining focus, sustaining attention, and persisting in tasks with age-appropriate support.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Story Time Activities • Dramatic Play Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
2c. Using memories as a foundation for more complex actions and thoughts.	<ul style="list-style-type: none"> • Do I Have To? 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Grandma's House • Unit 3, Pg. 288 Journals: My Family • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 5, Pg. 218 Journal Prompt: I Helped When...
2d. Demonstrating flexibility in thinking and behavior.	<ul style="list-style-type: none"> • Soup's On! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 39 Quiet Time • Unit 3, Pg. 348 Friday Story: The Perfect Square
2e. Shifting attention between tasks and moving through transitions with minimal direction.	Children follow routines independently as they progress through the Waterford sequence of activities.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition
STANDARD 3: CHILDREN DEMONSTRATE SYMBOLIC REPRESENTATION BY		
3a. Using imagination in play and interactions with themselves, materials, and others.	<ul style="list-style-type: none"> • Books: My Reptile Hospital; Ooey, Gooley Mud; Elephant Upstairs; Bandage Bandit; Rocks in My Socks 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 90 Thank You Notes for the Storytellers • Unit 7, Pg. 198 Program Decorations
3b. Recognizing the difference between pretend or fantasy situations and reality.	<ul style="list-style-type: none"> • Distinguish between Fantasy and Reality 	<ul style="list-style-type: none"> • Dramatic Play Activities
3c. Representing people, places, things, and processes, through drawings, movement, writing, and three-dimensional objects.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Soup's On! • Perfect Present • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities • Dance and Movement Activities • Journal Activities
3d. Exploring and representing their ideas through creative arts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Visual Arts Activities • Dance and Movement Activities • Music Activities

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS		
STANDARD 1: CHILDREN BUILD AN UNDERSTANDING OF NUMBER SENSE AND OPERATIONS BY:		
1a. Developing a sense of quantity and number.	<ul style="list-style-type: none"> • Number Instruction • Match Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 234 Number Books 1-5
1b. Knowing number names and counting sequences.	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Number Counting 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 2, Pg. 234 Number Books 1-5
1c. Recognizing the number of objects in a set.	<ul style="list-style-type: none"> • Match Numbers • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 218 Group Five Pets • Unit 2, Pg. 261 Make One More • Unit 7, Pg. 247 How Many Are Hiding?
1d. Comparing numbers and quantities.	<ul style="list-style-type: none"> • Match Numbers • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 261 Make One More • Unit 6, Pg. 29 Arrange and Count 9
1e. Understanding the relationship between numbers and quantities.	<ul style="list-style-type: none"> • Match Numbers • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 170 Mad Dash Number Match • Unit 6, Pg. 105 Quantities to 10
1f. Associating a quantity with written numerals and writing numbers.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Match Numbers 	<ul style="list-style-type: none"> • Read and Write Number Activities • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 • Unit 6, Pg. 124 Introduce and Write Number 11
1g. Understanding addition as adding-to and understanding subtraction as taking-away-from.	<ul style="list-style-type: none"> • Songs: On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Introduce and Write Number Activities • Unit 2, Pg. 252 Find One More • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 2: CHILDREN PRACTICE MEASUREMENT AND COMPARISON BY:		
2a. Measuring objects by their various attributes using standard and non-standard measurement.	<ul style="list-style-type: none"> • Song: Measuring Plants • Nonstandard Units of Measure • Standard Units of Measure • Length • Weight • Capacity 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 199 Volume
2b. Using differences in attributes to make comparisons.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Let's Compare • Make Comparisons • Size • Length • Capacity • Big and Little • Heavy and Light • Tall and Short • Big Little Animals • Large Small Toys 	<ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 114 Length • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume
2c. Identifying currency and recognizing that it holds value.	<ul style="list-style-type: none"> • Song: Save Your Pennies • Book: Bugs For Sale • Coin Identification 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
STANDARD 3: CHILDREN DEVELOP SPATIAL SENSE AND AN UNDERSTANDING OF GEOMETRY BY:		
3a. Exploring the positions of objects and their movement in space.	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 5, Pg. 232 Here, Kitty, Kitty: Position Words and Letter Sound /k/

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 3: CHILDREN DEVELOP SPATIAL SENSE AND AN UNDERSTANDING OF GEOMETRY BY <i>continued</i>:		
3b. Identifying, describing, comparing, and composing 2D and 3D shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 4, Pg. 19 Stack, Slide, Roll
STANDARD 4: CHILDREN PRACTICE SEQUENCING AND PATTERNS BY:		
4a. Matching, sorting, classifying, and ordering objects.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Make Comparisons • Size • Order Size • Sort • Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, Pg. 107 Sound Box Match Up • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 358 Fancy Shapes • Unit 6, Pg. 114 Length
4b. Recognizing, duplicating, and extending simple patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
SCIENTIFIC REASONING		
STANDARD 1: CHILDREN ENGAGE IN SCIENTIFIC INQUIRY BY:		
1a. Exploring, observing, and describing objects, materials, organisms, and events.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Living and Nonliving; Plant or Animal; Precipitation • Books: I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Carl Linnaeus • Science Investigation • Materials • Plant and Animal • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty • Unit 3, Pg. 306 How Do Plants Drink?

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
STANDARD 1: CHILDREN ENGAGE IN SCIENTIFIC INQUIRY BY <i>continued</i>:		
1b. Comparing and categorizing observable phenomena.	<ul style="list-style-type: none"> Songs: Living and Nonliving; Plant or Animal Books: I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Carl Linnaeus Science Investigation Plant or Animal Sorting Rocks 	<ul style="list-style-type: none"> Unit 2, Pg. 176 Smell Survey Unit 3, Pg. 296 We Are All Growing Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers Unit 7, Pg. 170 Exploring Weight
1c. Using understanding of causal relationships to act on social and physical environments.	<ul style="list-style-type: none"> Songs: Conservation; Pollution Rap; I Am Part of All I See Pollution and Recycling Care of Earth 	<ul style="list-style-type: none"> Unit 2, Pg. 214 Garbage Elves Unit 3, Pg. 347 Where Does Our Water Come From?
1d. Engaging in scientific talk.	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Science Tools 	<ul style="list-style-type: none"> Unit 4, Pg. 76 What Makes a Fish? Unit 7, Pg. 233 Precipitation
1e. Developing an understanding of the processes that assist people in designing and building.	<ul style="list-style-type: none"> Song: Inventing Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; Inventions All Around 	<ul style="list-style-type: none"> Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 3, Pg. 339 Making Shapes Unit 4, Pg. 19 Stack, Slide, Roll Unit 4, Pg. 28 Classroom Block Play
STANDARD 2: CHILDREN PRACTICE SCIENCE AND ENGINEERING SKILLS BY:		
2a. Using a variety of strategies to solve problems.	<ul style="list-style-type: none"> Song: Inventing Book: Inventions All Around 	<ul style="list-style-type: none"> Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem
2b. Asking a question, gathering information, and making predictions.	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Observe a Simple System Calendar/Graph Weather 	<ul style="list-style-type: none"> Unit 3, Pg. 340 The Water Cycle: Part 1 Unit 3, Pg. 344 The Water Cycle: Part 2 Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey Unit 6, Pg. 54 Germs
2c. Planning and conducting investigations and experiments.	<ul style="list-style-type: none"> Plant Experiment Pollution Experiment Buoyancy Experiment 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 3, Pg. 363 Seed Investigation Unit 5, Pg. 216 What Do Spiders Like?
2d. Analyzing results, drawing conclusions, and communicating results.	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation 	<ul style="list-style-type: none"> Unit 3, Pg. 306 How Do Plants Drink? Unit 5, Pg. 216 What Do Spiders Like? Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHYSICAL DEVELOPMENT		
STANDARD 1: CHILDREN DEVELOP GROSS MOTOR SKILLS BY:		
1a. Demonstrating control, strength, and coordination of large muscles.		<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School
1b. Using perceptual information to guide movement and interactions with objects and other people.	<p>Engagement:</p> <ul style="list-style-type: none"> • Personal Space Circle 	<ul style="list-style-type: none"> • Dance and Movement Activities
STANDARD 2: CHILDREN DEVELOP FINE MOTOR SKILLS BY:		
2a. Demonstrating increasing control, strength, and coordination of small muscles.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 4, Pg. 18 Skeleton Hands
2b. Exhibiting complex fine motor coordination when using tools to complete tasks.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 3, Pg. 314 Cutting Shapes • Unit 4, Pg. 18 Bone Exploration • Unit 4, Pg. 43 Capital Letter Scrapbook
DAILY LIVING SKILLS		
Standard 1: Children develop an understanding of health, nutrition, and safety practices by:		
1a. Demonstrating healthy behaviors that contribute to lifelong well-being through physical activity.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Dance and Movement Activities • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile
1b. Demonstrating personal health and hygiene skills and practicing self-care routines.	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Germs • Avoid Germs and Prevent Illness • Exercise and Rest <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 2, Pg. 232 Wash the Tables! • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
1c. Exploring and enjoying a variety of nutritional foods and developing healthy eating practices.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time <p>Engagement:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating) 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 212 It's Different, But It's Good! • Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1: Children develop an understanding of health, nutrition, and safety practices by <i>continued</i>:		
1d. Developing knowledge and skills that help promote nutritious food choices and eating habits.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time <p>Engagement:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating) 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 3, Pg. 371 Farm to Table • Unit 7, Pg. 205 Healthy Eating
1e. Developing an awareness and understanding of safety rules and routines while learning to make safe and appropriate choices.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rubric • Emergency Preparedness for Kids • Fire Safety for Kids 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 231 Water Safety
1f. Assessing situations and taking appropriate risks.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rubric • Emergency Preparedness for Kids • Fire Safety for Kids 	<ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 2, Pg. 165 Safe Smelling • Unit 3, Pg. 334 Tuesday Story: Call For Help • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe

PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

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



SUPPORT

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

CONTINUAL DEVELOPMENT

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

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

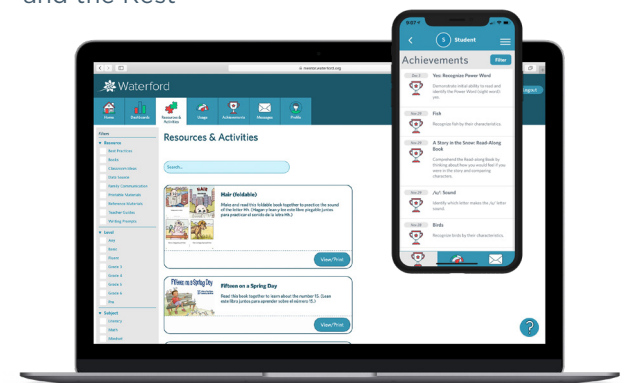
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).