

CURRICULUM *Correlation*



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

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WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APPROACHES TO LEARNING		
EXECUTIVE FUNCTIONING AND COGNITIVE SELF-REGULATION		
Sustain attention, impulse control, flexibility in thinking		
Illustrate increasing abilities in impulse control.	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 2, Pg. 240 I’m Responsible • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
Demonstrate actions, words, and behaviors with increasing independence.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present 	<ul style="list-style-type: none"> • Arrival and Toy Time Activities • Reflection and Dismissal Activities • Unit 1, Pg. 18 Afternoon Centers • Unit 6, Pg. 79 Bath Time
INITIATIVE AND CURIOSITY		
Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning		
Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	<ul style="list-style-type: none"> • Perfect Present • Soup’s On! 	<ul style="list-style-type: none"> • Center Activities • Dramatic Play Activities • Unit 3, Pg. 350 Friday Story: The Perfect Square
Originate and combine ideas to learn and discuss a range of topics.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 6, Pg. 48 Flag On The Moon • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 216 Digital Program
Inquire and investigate.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 38 Illustration Investigation • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PERSISTENCE AND ATTENTIVENESS		
Engagement in activities with persistence and attention		
Persist in completing tasks, activities, projects, and experiences.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
Increase concentration over a reasonable amount of time despite distractions and interruptions.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> Story Time Activities Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Engage in project or activity over an extended period of time.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities
Continuously create, develop, and implement plans.	<ul style="list-style-type: none"> Perfect Present Party Time 	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 110 Plan, Do, Review Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig Unit 5, Pg. 170 Dramatic Play: Entomology Lab
Seek solutions to questions, tasks, or problems through trial and error.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 1, Pg. 15 Good Friends: Me and My Bear Unit 2, Pg. 225 Where We Are Unit 4, Pg. 13 We're All Happy Unit 6, Pg. 107 How to Solve a Problem
COOPERATION		
Interest and engagement in group experiences		
Initiate and engage in learning experiences and play with peers.	<ul style="list-style-type: none"> Clubhouse Marmot's Basket Where's Papa? 	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 1, Pg. 6 Learning Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 198 Program Decorations
Relate and share knowledge with peers.	<ul style="list-style-type: none"> Marmot's Basket Clubhouse 	<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 1, Pg. 6 Learning Unit 6, Pg. 48 Flag On The Moon Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 216 Digital Program

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Interest and engagement in group experiences continued.</i>		
Assemble and guide classroom activities.		<ul style="list-style-type: none"> Center Activities Dramatic Play Activities Unit 1, Pg. 10 Listening Rug Rules
SOCIAL AND EMOTIONAL DEVELOPMENT		
SELF-CONCEPT		
Development of Self-Concept		
Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).	<ul style="list-style-type: none"> Book: Mine Body Parts 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things Unit 6, Pg. 14 Picturing My Body Unit 7, Pg. 142 Weight
Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.	<ul style="list-style-type: none"> Squirrel's Sketches Mama's Melody Party Time! 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten Unit 7, Pg. 246 I Know
Increase independence in a variety of activities, routines, and tasks.	Children follow routines independently as they progress through the Waterford sequence of activities.	<ul style="list-style-type: none"> Center Activities Reflection and Dismissal Activities Arrival and Toy Time Activities Unit 1, Pg. 11 Cleanup and Center Review Unit 1, Pg. 28 SmartStart Orientation Unit 1, Pg. 110 Plan, Do, Review
Development of Self-Expression and Self-Awareness		
Demonstrate progress in expressing needs, wants, and feelings.	<ul style="list-style-type: none"> Do I Have To? It's Not Fair Soup's On! Lost and Found Lost Dinosaur Squirrel's Blocks 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 26 Journal Prompt: I feel... Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Development of Self-Expression and Self-Awareness <i>continued</i>		
Express a broad range of emotions and recognize these emotions in self and others.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Lost Dinosaur • Squirrel's Blocks • Where's Papa? • Boo Hoo Baby 	<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. 13 We're All Happy • Unit 4, Pg. 26 Journal Prompt: I feel...
Respond appropriately to different social situations.	<ul style="list-style-type: none"> • My Family • Clubhouse 	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
SOCIAL RELATIONSHIPS		
Development and Demonstration of Pro-Social Behaviors		
Develop positive relationships with children and adults.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Find Me! • Where's Papa? 	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship
Show empathy and caring for others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby's Ball 	<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 • Unit 5, Pg. 238 Friends Use Kind Words
Follow basic rules and routines.	Children follow routines independently as they progress through the Waterford sequence of activities.	<ul style="list-style-type: none"> • Arrival and Toy Time Activities • Reflection and Dismissal Activities • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 18 Afternoon Centers

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Development and Demonstration of Pro-Social Behaviors <i>continued</i>		
Use materials purposefully, safely, and responsibly.	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"> • Center Activities • Cleanup Activities • Unit 1, Pg. 19 Birthday Cupcakes
Develop and sustain friendships with peers.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship
Manage transitions and begin to adapt to changes in routines.	<ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Center Activities • Introduction, Pg. 26 The Rest of the Day: Transitions • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition
Cooperation		
Use communication skills to initiate or join classroom activities.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 9 Classroom Bear • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Engage in cooperative play.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 178 Fox In a Box

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Cooperation continued</i>		
Take turns with materials and during experiences.	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"> • Center Activities • Dramatic Play Activities • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 80 Waiting Game
Use and accept negotiation, compromise, and discussion to resolve conflicts.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 121 Problem Solving: Fair Division
Accept guidance and direction from a variety of familiar adults.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair • Soup's On! 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 107 How to Solve a Problem
Participate in a variety of classroom activities and tasks.	<p>Engagement:</p> <ul style="list-style-type: none"> • Garbage Elves • Clean Up Together 	<ul style="list-style-type: none"> • Cleanup Activities • Story Time Activities • Unit 1, Pg. 34 Counting and Attendance • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I'm Responsible
KNOWLEDGE OF FAMILY AND COMMUNITY		
Progression of Understanding of their Role in the Family and Community		
Understand and describe the interactive roles and relationships among family members.	<ul style="list-style-type: none"> • My Family • Boo Hoo Baby • Baby's Ball • Dinner Time • The Picnic • Soup's On! 	<ul style="list-style-type: none"> • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
Identify and describe roles of community members.		<ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 345 Which Hat Is Best? • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 89 Storytelling Festival

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Progression of Understanding of their Role in the Family and Community continued</i>		
Identify themselves as a member of groups within a community.	<ul style="list-style-type: none"> • My Family • Clubhouse 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 268 We All Love Our Families
Identify and describe locations and places in their community.	<p>Engagement:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 5, Pg. 230 Dramatic Play: Library • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
ENGLISH LANGUAGE ARTS		
LITERACY EARLY LEARNING FOUNDATIONS		
Fluency		
Retell familiar stories from text with some accuracy and details.	<ul style="list-style-type: none"> • Sing a Rhyme Songs & Books • Read With Me Books • Informational Books (See titles at end of document.) • Look at Details • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
Phonics and Word Recognition		
Know the sounds associated with several letters.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 82 Baby's Birthday: Short and Long Words and Letter Sound /b/ • Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/
Recognize their own name and words associated with environmental print.	<ul style="list-style-type: none"> • Name Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 1, Pg. 74 Name Magnets • Unit 1, Pg. 82 Letters Make Words

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Handwriting		
Use a pincer grip to hold and manipulate tools for writing, drawing, and painting.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Unit 1, Pg. 56 Writing Letter A • Unit 4, Pg. 43 Capital Letter Scrapbook
Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Unit 4, Pg. 43 Capital Letter Scrapbook
Attempt to independently write some familiar words.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace • Name Game 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center
Write first name.	<ul style="list-style-type: none"> • Name Game 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
Phonological Awareness		
Identify sounds or spoken words in the environment.	<ul style="list-style-type: none"> • Get Started with Sounds • Letter Sound • Choose a Sound • Where is the Sound? 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Listening Activities • Unit 1, Pg. 17 Llama Llama Sounds • Unit 1, Pg. 116 What Is It and Who Has It?
Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs & Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 4, Pg. 34 Listening Activity: Rhyme Review
Separate words into syllables.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 5, Pg. 166 Listening Activity: Fast Syllables • Unit 5, Pg. 186 Listening Activity: Hairy Syllables
Replicate the beginning sound in a word.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds • Unit 6, Pg. 84 Rascal’s Rotten Day: Initial Sounds and Letter Sound /r/ • Unit 7, Pg. 138 Under: Initial and Final Sounds, and Letter Sound /ü/

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Print Concepts		
Show interest in shared reading and looking at books independently.	<ul style="list-style-type: none"> • Sing a Rhyme Songs & Books • Read With Me Books (See titles at end of document.) • Print Concepts 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
Demonstrate an understanding that writing conveys meaning.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures 	<ul style="list-style-type: none"> • Journal Activities • Unit 2, Pg. 181 Introducing Journals
Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 55 Morning Message • Unit 1, Pg. 55 Schedule
Recognize that letters are grouped to form words and words are a unit of print.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message
Recognize and name some upper and lower case letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Letters Introduction • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 12 Alphabet Instruction • Unit 1, Pg. 26 Singing the Alphabet
READING		
Key Ideas and Details		
With prompting and support, ask and answer questions about details in a literary text.	<ul style="list-style-type: none"> • Sing a Rhyme Songs & Books • Read With Me Books • Informational Books (See titles at end of document.) • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
With prompting and support, retell stories in literary texts.	<ul style="list-style-type: none"> • Sing a Rhyme Songs & Books • Read With Me Books • Informational Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Key Ideas and Details continued</i>		
With prompting and support, identify characters, events, and setting in a literary text.	<ul style="list-style-type: none"> • Sing a Rhyme Songs & Books • Read With Me Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
With prompting and support, ask and answer questions about details in an informational text.	<ul style="list-style-type: none"> • Informational Books • (See title at the end of document.) • Find an Answer 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
With prompting and support, identify the main topic and retell details of an informational text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Find an Answer 	<ul style="list-style-type: none"> • Story Time Activities • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
(Begins in kindergarten.)		
<i>Craft and Structure</i>		
With prompting and support, answer questions about unknown words in a literary text.	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"> • Story Time Activities • Introduction, Pg. 13 Reading Center • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
(Begins in kindergarten.)		
With prompting and support, define the roles of author and illustrator in a literary text.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books
With prompting and support, ask questions about unknown words in an informational text.	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"> • Story Time Activities • Introduction, Pg. 13 Reading Center
With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 37 Print Knowledge: Books
With prompting and support, define the roles of author and illustrator of an informational text.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Unit 1, Pg. 37 Print Knowledge: Books

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Integration of Knowledge and Ideas		
With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> Words Tell About the Pictures 	<ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 13 Reading Center
With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children’s own experiences.	<ul style="list-style-type: none"> Describe Characters 	<ul style="list-style-type: none"> Story Time Activities Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/
With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> Words Tell About the Pictures 	<ul style="list-style-type: none"> Story Time Activities Introduction, Pg. 13 Reading Center
(Begins in kindergarten.)		
(Begins in kindergarten.)		
Range of Reading and Text Complexity		
(Begins in kindergarten.)		
(Begins in kindergarten.)		
WRITING		
Text Types and Purposes		
With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 17 Writing Center

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Text Types and Purposes <i>continued</i>		
With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
Production and Distribution of Writing		
(Begins in grade 3.)		
(Begins in kindergarten.)		
With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 10 Computer Center; Pg. 17 Writing Center
Research to Build and Present Knowledge		
With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> • Build Knowledge • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center; Pg. 17 Writing Center
With prompting and support, recall information from experiences to answer a question.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 5, Pg. 156 Journal Prompt: My Favorite Living Reptile • Unit 6, Pg. 120 Journal Prompt: A Problem I Solved • Unit 7, Pg. 186 Journal Prompt: My Good Choice
(Begins in grade 4.)		
Range of Writing		
(Begins in grade 3.)		

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPEAKING AND LISTENING		
Comprehension and Collaboration		
With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults 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"> • Introduction, Pg. 6 The Listening Rug • Unit 5, Pg. 214 Set the Table, Please
With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.	<ul style="list-style-type: none"> • Sing a Rhyme Songs & Books • Read With Me Books • Informational Books (See titles at end of document.) • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities
With prompting and support, ask and answer questions in order to seek help and get information.	<ul style="list-style-type: none"> • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why
Presentation of Knowledge and Ideas		
Describe familiar people, places, things, and events.	<ul style="list-style-type: none"> • Look at Details 	<ul style="list-style-type: none"> • Unit 1, Pg. 138 Crunchy and Soggy Snack • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites • Unit 7, Pg. 233 Precipitation
With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center
Use non-verbal communication or spoken language to express ideas, needs, and feelings.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair • Soup’s On! • Lost and Found • Lost Dinosaur • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 7, Pg. 139 Painting My Feelings

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
LANGUAGE		
Conventions of Standard English		
Communicate clearly enough to be understood by adults across a range of situations.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Pronunciation errors and grammatical errors are isolated and infrequent.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement.	<ul style="list-style-type: none"> • Songs: Preposition Cat; Nouns; Verbs; It Happened Yesterday; Past Tense 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 254 Polly Put the Kettle On
Show an understanding of a variety of sentences.	<ul style="list-style-type: none"> • Song: What is a Sentence? 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
(Begins in Kindergarten.)		
Knowledge of Language		
(Begins in grade 2.)		
Vocabulary Acquisition and Use		
(Begins in Kindergarten.)		
With prompting and support, explore word categories and relationships among words.	<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"> • Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination • Unit 7, Pg. 174 Taking Care of My Teeth
Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 340 Sort It Out • Unit 5, Pg. 174 Invertebrates

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Vocabulary Acquisition and Use continued</i>		
Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms).	<ul style="list-style-type: none"> • Book: Opposites • Opposites 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 42 Opposites and Letter Sound /ō/ • Unit 6, Pg. 46 Listening Activity: Opposites Onset-Rime
Identify real-life connections between words and their meaning.	<ul style="list-style-type: none"> • Song: Use a Clue • Rusty and Rosy’s Clues 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/
Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.	<ul style="list-style-type: none"> • Song: Verbs 	<ul style="list-style-type: none"> • Unit 5, Pg. 151 Dinosaur Stomp
With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.	<ul style="list-style-type: none"> • Sing a Rhyme Songs & Books • Read With Me Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 6, Pg. 38 Dramatic Play: To the Moon! • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites
MATHEMATICS		
COUNTING AND CARDINALITY		
<i>Number names</i>		
Count in sequence to 10 and beyond.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Dot to Dot 	<ul style="list-style-type: none"> • Counting and Attendance Activities • Introduce and Count Number Activities • Unit 5, Pg. 147 Decomposing 7 • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 29 Arrange and Count 9
(Begins in kindergarten.)		
Begin to identify and write some numerals.	<ul style="list-style-type: none"> • Math Books • Explain Numbers • Number Instruction 	<ul style="list-style-type: none"> • Read and Write Number Activities • Introduce and Write Number Activities • Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Counting to tell the number of objects		
Understand the relationship between numbers and quantities; connect counting to cardinality.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Math Books • Number Instruction • Match Numbers • Make and Count Groups • One-to-One Correspondence • Bug Bits 	<ul style="list-style-type: none"> • Read and Write Number Activities • Unit 1, Pg. 69 Introduce and Count Number 1 • Unit 1, Pg. 78 Introduce and Count Number 2 • Unit 1, Pg. 100 Introduce Number 3 • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 243 Central Park Board Game
Use one-to-one correspondence to count objects and match groups to objects.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Number Counting • One-to-One Correspondence • Match Numbers 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Counting and Attendance • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 200 Counting in a Circle
Match quantity with number symbols; given a number up to 10, counts out that many objects	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Number Instruction • One-to-One Correspondence • Match Numbers 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 226 Five Frame Match
Recognize quantity without counting up to five objects.	<ul style="list-style-type: none"> • Match Numbers • Bug Bits • Moving Target (Dots) 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets
Count to answer, “how many?” questions up to 10 items.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • One-to-One Correspondence • Make and Count Groups • Number Instruction • Bug Bits • Match Numbers 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 54 Counting and Attendance • Unit 7, Pg. 247 How Many Are Hiding?

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Comparing and ordering numbers		
Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • Greater Than, Less Than • More Than • Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 121 Problem Solving: Fair Division
Identify first and last related to order or position.	<ul style="list-style-type: none"> • Song: Monster Trucks • Order Numbers • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 1, Pg. 69 Introduce and Count Number 1 • Unit 1, Pg. 78 Introduce and Count Number 2 • Unit 1, Pg. 100 Introduce Number 3 • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
OPERATIONS AND ALGEBRAIC THINKING		
Composing and decomposing numbers		
Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; On the Bayou • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 247 How Many Are Hiding?
(Begins in kindergarten.)		
Identify parts in relationship to a whole.	<ul style="list-style-type: none"> • Book: Half for You and Half for Me 	<ul style="list-style-type: none"> • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 174 Taking Care of My Teeth
Duplicate, create, and extend simple patterns using concrete objects.	<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
(Begins in kindergarten.)		
NUMBER AND OPERATIONS IN BASE TEN		
Work with numbers 11-19 to gain foundations for place value		
(Begins in kindergarten.)		

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MEASUREMENT AND DATA		
Describe and compare measurable attributes		
With prompting and support, identify measurable attributes of objects, such as length and/or weight.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • 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. 170 Exploring Weight
Represent and interpret data.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 147 Charting Weight
Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than; Savanna Size • Book: For the Birds • Size • Large Small Toys • Big Little Animals • Heavy and Light • Big and Little • Tall and Short 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 60 Read and Write 10 • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 114 Length • Unit 7, Pg. 147 Charting Weight
Recognize and interpret information/symbols presented in tables and graphs.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
Classify objects and count the number of objects in each category		
Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 5, Pg. 205 Build a Spider

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GEOMETRY		
Identify and describe shapes		
Describe objects in the environment.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Book: Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 377 Shape Hunt
Use the names of basic shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Book: Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 377 Shape Hunt
Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).	<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 • Top, Beside, and Bottom • 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/ • Unit 5, Pg. 242 Long Lewie: Position Words and Letter Sound /l/
Correctly name basic shapes regardless of their orientations or overall size.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Book: Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 366 Shapes Mural • Unit 3, Pg. 377 Shape Hunt
Sort two-and three-dimensional shapes and objects.	<ul style="list-style-type: none"> • Song: Same and Different • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Analyze, compare, create and compose shapes		
Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different • Book: Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • Space Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 19 Stack, Slide, Roll
Create and build shapes from components (e.g., sticks and clay balls).	<ul style="list-style-type: none"> • Geoboard 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 351 Making Shapes
With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”)	<ul style="list-style-type: none"> • Geoboard 	<ul style="list-style-type: none"> • Unit 4, Pg. 28 Classroom Block Play
SCIENCE		
SCIENCE AS INQUIRY		
Foundational Knowledge of Scientific Inquiry		
Ask questions that can be answered through active investigation.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 86 Fish Investigation
Explore and discuss similarities and differences among objects and materials.	<ul style="list-style-type: none"> • Song: Same and Different • Make Comparisons • Materials • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 337 Exploring Water • Unit 6, Pg. 14 Picturing My Body • Unit 7, Pg. 170 Exploring Weight

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Foundational Knowledge of Scientific Inquiry <i>continued</i>		
Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
Make predictions and brainstorm solutions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
Utilization of Inquiry		
Identify the five senses and use them to make observations.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 138 Crunchy and Soggy Snack • Unit 1, Pg. 144 Mixing Potions • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty
Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Science Tools • Science Investigation • Sight • Hearing • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different?
Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 24 What Do Scientists Do? • Unit 4, Pg. 76 What Makes a Fish?
Communicate results, solutions, and conclusions through a variety of methods(e.g., verbal or visual representation).	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 216 What Do Spiders Like?

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENTIFIC KNOWLEDGE		
Understanding the Living and Physical World		
Explore and describe the natural environment verbally or through representation.	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where In the World Would You Go Today? • Ecosystems Video • Oceans • Rainforests • Deserts • Mountains 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation; Plants Are Growing; Measuring Plants • Book: That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter • Mammals • Birds • Amphibians 	<ul style="list-style-type: none"> • Unit 3, Pg. 284 Sunlight and Temperature Investigation • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 4, Pg. 118 Raising Tadpoles • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
Communicate awareness that people can impact the environment in positive and negative ways.	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves
HEALTH AND PHYSICAL DEVELOPMENT		
SAFETY PRACTICES		
Safety Practices		
Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body
Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).	At the end of a session in Waterford, a narrated pop-up with a character holding a stop sign appears, letting students know it is time to stop.	<ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Safety Practices continued</i>		
Respond appropriately to harmful and unsafe situations.		<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).	<p>Engagement:</p> <ul style="list-style-type: none"> Fire Safety for Kids Emergency Preparedness for Kids 	<ul style="list-style-type: none"> Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
With prompting and support, communicate an understanding of the importance of safety routines and rules.	<p>Engagement:</p> <ul style="list-style-type: none"> Fire Safety for Kids Emergency Preparedness for Kids 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
HEALTH PRACTICES		
<i>Healthy Development</i>		
Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.	<ul style="list-style-type: none"> Book: The Germs Germs Avoid Germs and Prevent Illness Teeth 	<ul style="list-style-type: none"> Unit 1, Pg. 15 Wash Hands and Use the Bathroom Unit 6, Pg. 79 Bath Time Unit 7, Pg. 174 Taking Care of My Teeth Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!
Participate in structured and unstructured physical activities in order to enhance fitness.	<ul style="list-style-type: none"> Song: Health Book: We All Exercise Exercise and Rest 	<ul style="list-style-type: none"> Dance & Movement Activities Unit 6, Pg. 7 Dramatic Play: Gym Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 118 Come Rest Awhile
Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).	<ul style="list-style-type: none"> Book: The Germs Avoid Germs and Prevent Illness Germs 	<ul style="list-style-type: none"> Unit 6, Pg. 54 Germs Unit 6, Pg. 76 Germs Make People Sick Unit 6, Pg. 108 Exercise Makes Me Better
Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).	<ul style="list-style-type: none"> Song: Health Healthy Food Dinner Time 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Parts Salad Unit 7, Pg. 205 Healthy Eating Unit 7, Pg. 212 It's Different, But It's Good!

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GROSS MOTOR		
Gross Motor Development		
Develop motor control for a range of physical activities (e.g., walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping).		<ul style="list-style-type: none"> • Dance & Movement Activities • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, Pg. 122 Obstacle Course
Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).		<ul style="list-style-type: none"> • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course
Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 7, Pg. 238 Surfing the Waves
Demonstrate awareness of own body and other people's space during interactions.		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 7, Pg. 187 Pathways in Space
Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).		<ul style="list-style-type: none"> • Dance & Movement Activities • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course
FINE MOTOR		
Fine Motor Development		
Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).	The daily use of a touch pad or mouse develops eye-hand coordination.	<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. 43 Capital Letter Scrapbook • Unit 7, Pg. 141 Tool Workshop

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Fine Motor Development continued</i>		
Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 3, Pg. 314 Cutting Shapes Unit 4, Pg. 18 Skeleton Hands Unit 5, Pg. 219 Spider Webs
Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	Waterford encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> Journal Activities Introduction, Pg. 8 Art Center Introduction, Pg. 17 Writing Center
Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).		<ul style="list-style-type: none"> Unit 6, Pg. 79 Bath Time Unit 6, Pg. 108 Exercise Makes Me Better Unit 7, Pg. 243 What Should I Wear?
THE ARTS		
MUSIC		
Music		
Participate in music activities (e.g., listening, singing, and finger plays).	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> Music Activities
Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).		<ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop Music Activities
Experiment with traditional and nontraditional musical instruments.		<ul style="list-style-type: none"> Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 6, Pg. 86 Drum Craft Unit 7, Pg. 235 Rain Sticks
Express what is felt and heard through musical elements (e.g., tempo and style).		<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 3, Pg. 283 High and Low Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation Unit 5, Pg. 188 Insect Walking Sounds

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE MOVEMENT		
Creative Movement		
Move to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Dance & Movement Activities Music Activities
Use creative movement to express ideas or feelings and concepts.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Dance & Movement Activities
VISUAL ARTS		
Visual Arts		
Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center
Communicate ideas, experiences, and knowledge through creative artwork.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center
Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	<ul style="list-style-type: none"> Perfect Present Squirrel's Sketches Party Time! 	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center
Describe one's own artwork.	<ul style="list-style-type: none"> Squirrel's Sketches Mama's Melody 	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center Unit 7, Pg. 146 Artist's Statement
Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center
DRAMATIC PLAY		
Dramatic Play		
Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).	<ul style="list-style-type: none"> Papa's Play 	<ul style="list-style-type: none"> Dramatic Play Activities Introduction, Pg. 11 Dramatic Play Center

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Dramatic Play continued</i>		
Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.	<ul style="list-style-type: none"> • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center
Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).		<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center
Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).		<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center

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

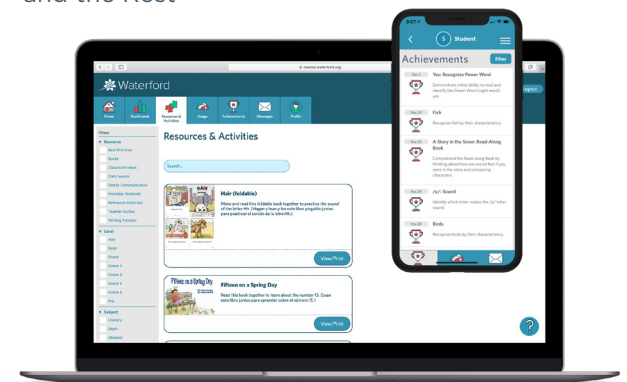
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).