

CURRICULUM *Correlation*



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

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ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SPACE AND FURNISHING		
1. Indoor Space		
Natural light can be controlled (Ex: adjustable blinds or curtains.)		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space
Space is accessible to children and adults with disabilities (Ex: ramps and handrails for people needing them; access for wheelchairs and walkers; push-plate doorbell instead of small button).		<ul style="list-style-type: none"> • Introduction, Pg. 30 Strategies for Teaching Children with Special Needs
Most indoor surfaces are durable and easy to clean and maintain.		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space
2. Furnishings for care, play, and learning		
Routine care furniture is convenient (Ex: cubbies, and cot/mats are easily accessible without leaving room).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space
Three or more pieces of furniture designed for a specific activity are used.		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space
All furniture is clean and in good repair (Ex: no tears in soft furnishings that expose padding; all surfaces clean and well maintained)		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers
3. Room arrangement for play and learning		
Quiet and noisy play areas are all separated from one another, not just by furniture but physical space		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers
All play areas requiring special provisions are conveniently equipped (Ex: art and sand/water interest centers have easily cleaned surfaces and sing near-by; block center has rug to reduce noise).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3. Room arrangement for play and learning <i>continued</i>		
Centers requiring more space (blocks, dramatic play, very popular or active play) have sufficient space to accommodate the type of play required and the number of children who want to participate.		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers
4. Space for privacy		
Staff interact positively with children who play alone or with a friend, socially or to discuss ideas.		<ul style="list-style-type: none"> • Introduction, Pg. 23 Tips for Supporting Self-Regulation Skills
Staff suggest that child move materials to the designated space for privacy when the child wants to work alone (Ex: child not forced to share, but encouraged to take toy to private space).		<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place; Pg. 22 Executive Function; 23 Tips for Supporting Self-Regulation Skills • Unit 4, Pg. 74 It's Okay to Say No
5. Child-related display		
About half of the display is related to current interests of children in the group, and one easily tell what children's interests are, or what they are discussing.		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space
Staff use display to encourage informal conversations with children.	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"> • Morning Meetings • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal
Staff are observed pointing out and reading the words in the display in a way that interests the children.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Morning Meetings • Story Time Activities
Three-dimensional child-created work is displayed in addition to flat work.		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space • Unit 3, Pg. 366 Shapes Mural • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 5, Pg. 219 Spider Webs

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6. Space for gross motor play		
Observed gross motor space(s) has at least 2 types of play surfaces, 1 hard and 1 soft, so that different types of activities are possible.		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers • Unit 6, Pg. 122 Obstacle Course
Space(s) has at least 2 convenient features (Ex. Outdoor protection from the elements; such as shade, good drainage; water fountain; close to toilets; accessible storage for portable equipment; direct access from classroom).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers
Space(s) arranged and used so that different activities do not interfere with one another (EX: play with wheel toys separated from climbing equipment and ball play).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers
7. Gross motor equipment		
Use of ample and varied equipment is observed, indoors or outdoors (Ex: no waiting to use popular equipment; climbers not crowded; enough balls; different skills encouraged by equipment).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers, Pg. 22 Daily Routines • Unit 1, Pg. 76 Taking Turns Game
All observed equipment, including use of safety helmets, is appropriate for the children's age and ability.		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers, Pg. 22 Daily Routines
Equipment is provided to encourage more advanced age-appropriate skills (Ex: plastic baseballs and bats, child-sized golf clubs, balls and "holes"; long-jump challenge; bicycle with training wheels).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers

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PERSONAL CARE ROUTINES		
8. Meals/Snacks		
Sanitary procedures are met almost all of the time with only a few minor lapses.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth
Atmosphere is relaxed with many conversations and pleasant social interaction (Ex. Staff are pleasant and helpful; children eat in small groups, rather than in one large group; room is not noisy or crowded; staff sit with children and model pleasant interaction).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 23 Tips for Supporting Self-Regulation Skills • Unit 5, Pg. 214 Set the Table, Please
Staff actively teach self-help skills as children are ready (Ex teach child to use napkin and spoon; teach 3's to use forms, and give safe knives to older preschoolers to learn to cut).	<p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth
9. Toileting/diapering		
Convenient, easily supervised toileting area with child-sized toilet and sink allows children to use as needed.		<ul style="list-style-type: none"> • Introduction, Pg. 24 Daily Routines
Sanitary procedures are met almost all of the time with only a few minor lapses.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth
Staff are responsive to children's individual personalities and needs (Ex: remind children who need to use toilet; are patient and supportive with child who is fearful; balance privacy with the need to supervise).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Introduction, 23 Tips for Supporting Self-Regulation Skills; Pg. 24 Daily Routines • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
10. Health practices		
<p>Proper sanitary procedures used consistently as needed with few lapses.</p>	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth
<p>Children are encouraged to manage health practices as independently as they are able, and staff continue to guide the children who still need more help.</p>	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth
<p>Picture/word reminders/instructions of required health practices are displayed and used with children when needed to teach sanitary practices, such as handwashing, toothbrushing, or wiping nose.</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth
11. Safety Practices		
<p>No major safety hazards are present outdoors or indoors, and only a few minor hazards observed.</p>		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space
<p>Each staff member usually attends to an area of responsibility, while remaining aware of the entire space, and responding as other staff and children move, in order to ensure appropriate supervision in the entire area.</p>		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 29 Classroom Management
<p>Staff generally adjust supervision based on relative risks and the characteristics of children in the group (Ex: give more attention to impulsive child who tends to put self in danger; spends more time closely supervising the more dangerous equipment).</p>		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 29 Classroom Management; Pg. 31 Differentiation

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LANGUAGE AND LITERACY		
12. Helping children to expand vocabulary		
Staff generally use a wide range of words to specify more exactly what they are talking about, appropriate to ages and abilities of the children.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> • Journal Activities • Dramatic Play Activities • Center Activities • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game
Staff introduce new themes or topics of interest to provide a wide and interesting range of new words.		<ul style="list-style-type: none"> • Journal Activities • Dramatic Play Activities • Center Activities • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game
Staff add information and ideas in order to expand children’s understanding of the meaning of words children use.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 2, Pg. 221 Over, Under, Through
13. Encouraging children to use language		
Staff ask many questions that require longer answers (Ex: questions that begin with “how”, “what if”, “tell me about”).		<ul style="list-style-type: none"> • Journal Activities • Story Time Activities • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 149 I Am, I Can • Unit 5, Pg. 214 Set the Table, Please • Unit 5, Pg. 141 Language: Sentence Board Game
Many staff-child conversations go beyond classroom activities and materials (Ex: include social talk about home and family life; activities in the community; feelings; other non-school topics).	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. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners

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14. Staff use of books with children		
Appropriate books that relate to current classroom activities or themes are read to or used with children.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
Staff and children discuss the content of a book in a way that engages children.	<ul style="list-style-type: none"> • Build Knowledge 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Staff use books informally with children, with more than one example observed.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
Staff use books with children to help answer questions and to provide information on things that children are curious about.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Story Time Activities
15. Encouraging children’s use of books		
A wide selection of books is accessible.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
At least 5 books that relate to current classroom activities or themes are accessible and easily observed.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
Most accessible books are displayed in order to encourage book use (Ex: books not crowded on shelf; many covers easily seen).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 13 Reading Center

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16. Becoming familiar with print		
Picture/print materials relate to current classroom topics and show a variety of words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) • Words Tell About the Pictures • Words in Your World 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 82 Letters Make Words • Story Time Activities
Staff observed writing down what a child says in a way that engages the child.	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.	
Staff frequently point out letters and words as they read print, helping children hear the sounds of the letters or words in a way that engages children.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> • Morning Message Activities • Story Time Activities
Picture/word instructions are used to guide children through multi-step activities (Ex: cooking recipes; planting seeds instruction; proper handwashing).	<p>Engagement:</p> <ul style="list-style-type: none"> • Good Playing Rules Rebus • Hand Washing Rebus • Listening Rug Rules Rebus • Turn and Talk Rebus 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 60 Turn and Talk Matching • Unit 2, Pg. 206 How to Listen Like a Friend
LEARNING ACTIVITIES		
17. Fine Motor		
Staff show more extended interest in what children create/do with the materials (Ex: have conversations with children about what they make; show how to use materials; have children select materials of appropriate interest and difficulty).		<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center; Pg. 17 Writing Center • Visual Arts Activities • Unit 7, Pg. 154 Gallery Talk

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
17. Fine Motor <i>continued</i>		
Containers and/or accessible storage shelves have labels to encourage self-help.		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers
Staff use their comments and questions to help children expand their use of exact words, understand relevant concepts, or associate spoken language with written language (Ex: watch and talk about what makes the gears move or how the blocks interlock; discuss the picture the puzzle pieces made; print what the child said on his drawing or on a photo of her construction).	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"> • Morning Message Activities • Story Time Activities • Unit 1, Pg. 82 Letters Make Words
18. Art		
Staff observed to teach children to use more complex art materials appropriately or all children are able to use them appropriately (Ex: demonstrate use of watercolor paints; create 3-D constructions with cardboard boxes or wood scraps; simple paper folding or cutting).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 1, Pg. 38 Eric Carle Paintings • Unit 3, Pg. 370 Shades of Paint • Unit 3, Pg. 363 Fire Painting • Unit 3, Pg. 370 Shades of Paint • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist’s Statement • Unit 7, Pg. 154 Gallery Talk
Some art activities are related to current classroom themes or interests (Ex: drawings of a trip to the zoo; paintings of fall colors; collage based on a recently read favorite book).		<ul style="list-style-type: none"> • Unit 3, Pg. 370 Shades of Paint • Unit 3, Pg. 363 Fire Painting • Unit 3, Pg. 370 Shades of Paint • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteorites • Unit 7, Pg. 139 Painting My Feelings
Staff write captions dictated by interested children about their artwork or help older children to write captions for themselves if they wish to (Ex: “You said, ‘This is my new puppy.’ See, I wrote your words. Your mommy can read it to you later too!”)	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.	

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19. Music and movement		
Children not required to participate in group music if not interested; interesting alternate activities accessible.		<ul style="list-style-type: none"> • Dramatic Play Activities • Center Activities
Staff point out to rhyming words in songs, identify sound repetition such as consonants or vowels, or do finger plays where children use gestures or actions to act out meaning of words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Letter Sound Songs • Initial Sound • Right Initial Sound • Letter Sound 	<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. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds
Staff encourage older preschoolers to experiment with rhyming in songs, thinking of new words that rhyme (Ex: model the practice and then help children to think of another word).	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme With Me 	<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. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination
20. Blocks		
Large hollow blocks are accessible for use in a suitably large area where play can be very active.		<ul style="list-style-type: none"> • Introduction, Pg. 7 Plan Your Space; Pg. 9 Block Center • Unit 4, Pg. 28 Classroom Block Play
Staff link written language to children’s block play (Ex: write children’s comments about what they have built; take photos and write captions; write about shapes children used in structures).	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"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play • Unit 4, Pg. 28 Instruction and Practice Building Our Neighborhood

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
20. Blocks <i>continued</i>		
<p>Staff point out the math concepts that are demonstrated in unit blocks in a way that interests children (Ex: discuss “more” and “less”, relationships in size or shape: “Look, these two squares make a rectangle, just like this one.” number of blocks; measurement).</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Large, Larger, Largest; Big Small Song • Book: The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Solid Shapes • Order Size • Length • Heavy and Light • Tall and Short 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 3, Pg. 289 Rectangles and Squares • Unit 4, Pg. 8 Flat or Solid? • Unit 4, Pg. 28 Classroom Block Play • Unit 4, Pg. 28 Instruction and Practice Building Our Neighborhood
21. Dramatic play		
<p>At least 4 clear examples to represent diversity are included for dramatic play (Ex: dolls of different races/ cultures; foods of different cultures, equipment used by people with disabilities).</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom; Pg. 11 Dramatic Play Center • Dramatic Play Activities
<p>Staff talk with children about print and numbers in dramatic play in a way that is meaningful to the children (Ex: discuss menus with prices for restaurants; help children make signs and rice tags for store play; pretend to phone people using a home-made telephone book).</p>	<ul style="list-style-type: none"> • Distinguish Letters • Explain Numbers • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 298 Dramatic Play: Farm

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22. Nature/Science		
<p>Staff initiate activities for measuring, comparing, or sorting using nature/science materials (Ex: show children how to sort seashells by color, shape, or size; arrange pinecones from biggest to smallest; chart rainfall for a month to discuss dry and wet times; predict weights of various natural objects).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small Song; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Big Little Animals 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 338 Sort It Out • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight
<p>One or more pets/plants present that their children can easily observe, help care for, and that are talked about with children (Ex: classroom fish tank, hamster, gerbil, birds that are seen visiting filled bird feeder).</p>	<ul style="list-style-type: none"> • Books: A Seed Grows; Everybody Needs to Eat • Plants Need Water • Animals Need Water • Plants and Animals Need Air • Healthy Plants' Needs 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Science Center • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink?
23. Math materials and activities		
<p>Staff relate math materials/activities to current topics of interest (Ex: make chart on what children ate for breakfast; insect counting game added when talking about insects; big/small leaf game offered when talking about autumn).</p>	<ul style="list-style-type: none"> • Songs: Graphing; Tallying • Counting Songs • Math Books • Graphs • Calendar/Graph Weather • Big and Little • Large Small Toys • Big Little Animals 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Introduce and Count Number Activities • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 218 Group Five Pets • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 247 How Many Are Hiding?

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
23. Math materials and activities <i>continued</i>		
<p>Staff ask children questions about math materials/activities that stimulate reasoning (Ex: “what do you think would happen if we put all the feathers on one side of the scale a block on the other side?” “What will happen to the square shape if we add another square next to it?”</p>	<ul style="list-style-type: none"> • Songs: Graphing; Tallying; Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different; All Sorts of Laundry • Counting Songs • Math Books • Big and Little • Large Small Toys • Big Little Animals • Tangrams • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center; Pg. 12 Math Center • Introduce and Count Number Activities • Unit 2, Pg. 208 Pizza Chef Match • Unit 3, Pg. 271 What Comes Next? • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 366 Shapes Mural • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 247 How Many Are Hiding?
<p>Some appropriate math activities requiring more teacher input are used (Ex: sort seashells by type on a chart and compare more and less; read thermometer to chart daily temperature; measure while doing cooking activity).</p>	<ul style="list-style-type: none"> • Songs: Graphing; Tallying; Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different; All Sorts of Laundry • Calendar/Graph Weather • Counting Songs • Math Books • Big and Little • Large Small Toys • Big Little Animals • Tangrams • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 3, Pg. 271 What Comes Next? • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 366 Shapes Mural • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 247 How Many Are Hiding?
24. Math in daily events		
<p>Staff help children to connect printed numbers or shapes with everyday use in their environment (Ex: count number of days on calendar until fieldtrip; talk about the numbers on the clock and what they mean in terms of going outside to play; talk about the shapes of traffic signs while taking a walk).</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes • Counting Songs • Math Books • Calendar/Graph Weather • Explain Numbers • Number Instruction 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center; Pg. 12 Math Center • Introduce and Count Number Activities • Read and Write Number Activities • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 4, Pg. 28 Classroom Block Play

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
24. Math in daily events <i>continued</i>		
<p>Staff often use questions while interacting with children in non-math areas to encourage children to explain their own math reasoning (Ex: “How do you know if one more person can play here?” “How did you know if got enough crayons for everyone?”).</p>	<ul style="list-style-type: none"> • Song: Kites • Calendar/Graph Weather • Math Books • Counting Songs • Explain Numbers • Number Instruction 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 3, Pg. 271 What Comes Next? • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 366 Shapes Mural • Unit 3, Pg. 375 Shape Hunt • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 4, Pg. 28 Classroom Block Play • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 247 How Many Are Hiding?
<p>Children aged 4 and older given more complex math-related tasks (Ex: count number of children in group to figure out how many are not present; count children to figure out number of napkins needed at lunch; use tape measure to see if table will fit in space; use map while talking about field trip, noting number of blocks or miles traveled).</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Greater Than, Less Than; More Than, Fewer Than • Calendar/Graph Weather • Math Books • Counting Songs • Explain Numbers • Number Instruction • Make and Count Groups • One-to-one Correspondence 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 252 Find One More • Unit 5, Pg. 200 Counting in a Circle • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 83 Ten Frame Game • Unit 6, Pg. 121 Problem Solving: Fair Division • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 147 Charting Weight • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
25. Understanding written numbers		
At least 5 different appropriate materials that help children attach meaning to print in numbers accessible.	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Read and Write Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 234 Number Books 1-5
Materials in 7.1 are accessible for at least 1 hour during the observation.		<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center
Staff frequently show children how to use the number materials and talk about the meaning of printed numbers.	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Read and Write Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 234 Number Books 1-5
Print numbers are sometimes related to number of fingers shown by staff or children (Ex: when reading number book or looking at number poster; when using toys showing numbers).	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Read and Write Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 234 Number Books 1-6
26. Promoting acceptance of diversity		
Inclusion of diversity is observed as part of learning activities, in addition to diversity in materials (Ex: sing songs in more than one language; play music from varying cultures; use sign language for some words).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom
Staff have positive conversations with children discussing the benefits of similarities and differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
27. Appropriate use of technology		
Observed electronic media encourages creativity or vigorous movement (Ex: creative drawing painting program on tablet; participate in dance or exercise video)	<ul style="list-style-type: none"> • Songs: Health; I Touch My Nose Like This • ABC Coloring 	<ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes • Unit 1, Pg. 38 Illustration Investigation • Unit 1, Pg. 38 Eric Carle Paintings • Unit 3, Pg. 283 High and Low • Unit 4, Pg. 54 Help the Birds • Unit 7, Pg. 187 Pathways in Space
Electronic media materials used to support and extend classroom interests, themes, and activities (Ex: staff work together with children to search Internet to find additional material about insects; short video on farms prepares children for field trip).	<ul style="list-style-type: none"> • Science Books • Math Books • Build Knowledge • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 132 Erasing Mistakes • Unit 1, Pg. 38 Illustration Investigation • Unit 1, Pg. 38 Eric Carle Paintings • Unit 4, Pg. 54 Help the Birds
INTERACTION		
28. Supervision of gross motor		
Staff initiate vigorous gross motor activity for part of the gross motor time (Ex: lead interested children in exercised; organize races for children who want to participate; put on music for dancing).		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 238 Surfing the Waves
Staff help children develop new skills, including showing how to use equipment that requires more advanced skill (Ex: discuss strategies for pumping on swing; assist children in accomplishing physical goals, such as jumping further, running faster, or kicking ball).	<p>Engagement:</p> <ul style="list-style-type: none"> • Yoga Booklet 	<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 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, Pg. 122 Obstacle Course • Unit 7, Pg. 238 Surfing the Waves

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
29. Individualized teaching and learning		
Most teaching is individualized with few if any exceptions.	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"> • Introduction, Pg. 31 Differentiation
Much individualized teaching while children participate in free play (Ex: staff circulate often to various areas of room; children's play is enhanced and not interrupted when teaching occurs).	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"> • Introduction, Pg. 8 Activities Centers; Pg. 31 Differentiation
30. Staff-child interaction		
Staff are respectful to children and guide them positively (Ex: deal with discipline problems in a calm and reasonable way; listen until child is finished speaking before answering; thank child for doing task).	<p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Teaching Children Manners 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place; Pg. 22 Executive Function; 23 Tips for Supporting Self-Regulation Skills; Pg. 29 Classroom Management
Staff are supportive and comforting when children are anxious, angry, fearful, or hurt. (Ex: is understanding with children who has a problem with a friend; patiently guides angry child).	<p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place; Pg. 22 Executive Function; 23 Tips for Supporting Self-Regulation Skills; Pg. 29 Classroom Management • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles
Staff are sensitive to children's nonverbal cues, and respond appropriately (Ex: during circle, recognize when children need physical activity and provide it; recognize signs of boredom and provide something interesting to do).	<p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place; Pg. 22 Executive Function; 23 Tips for Supporting Self-Regulation Skills; Pg. 29 Classroom Management • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
31. Peer interaction		
<p>Staff point out children's positive social behavior toward one another (Ex: praise children who help others, work together to create a block building, or share crayons without fighting).</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • How to Listen Like a Friend • Kind/Unkind Friend Sorting Cards 	<ul style="list-style-type: none"> • Introduction, Pg. 22 Daily Routines; Pg. 22 Executive Function; Pg. 23 Tips for Supporting Self-Regulation Skills; Pg. 29 Classroom Management
<p>Staff help children avoid conflicts (Ex: have a system for ensuring fair turns, such as a waiting list; provide enough popular choices during free play; notice when a problem is brewing and provide closer supervision).</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • 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? • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
<p>Staff provide some opportunities for children to work together on a project (Ex: a group of children work to cover a large mural paper with many drawings; make soup with many ingredients; cooperate to set up obstacle course).</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 4, Pg. 84 Working Together

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
32. Discipline		
<p>Staff call attention to children’s feelings and the relationship between children’s actions and other’s responses (Ex: “You gave him the crayon. That made him happy.” “Look at her face. She is upset now.”)</p>	<ul style="list-style-type: none"> • Do I Have To? • Broken Lamp • Baby’s Ball <p>Engagement:</p> <ul style="list-style-type: none"> • Consequences Cards 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy • Unit 7, Pg. 184 Consequence Game
<p>Staff almost always uses child friendly procedures to minimize problems (Ex: transitions handles quicky with little waiting; group times allow active participation; crowding is minimized).</p>	<ul style="list-style-type: none"> • Soup’s On! <p>Engagement:</p> <ul style="list-style-type: none"> • Garbage Elves • Classroom Helpers • All the Way Done 	<ul style="list-style-type: none"> • Introduction, Pg. 22 Daily Routines; Pg. 29 Classroom Management • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 24 Schedule • Unit 1, Pg. 36 Schedule; Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
<p>Staff actively involve children in solving their conflicts and problems without telling them what to do (Ex: help children talk out problems and think of satisfying situations, sensitize children to feelings of others).</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
PROGRAM STRUCTURE		
33. Transitions and waiting times		
<p>Transitions are often gradual or individualized (Ex: children can go outside while others are still getting ready; children can begin eating as soon as they sit at table; teacher begins circle time while some children are still cleaning up).</p>	<ul style="list-style-type: none"> • Soup’s On! 	<ul style="list-style-type: none"> • Introduction, Pg. 22 Daily Routines; Pg. 29 Classroom Management • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 24 Schedule • Unit 1, Pg. 36 Schedule; Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
33. Transitions and waiting times <i>continued</i>		
No waiting time of 3 minutes or longer during any observed transition.		<ul style="list-style-type: none"> • Introduction, Pg. 22 Daily Routines; Pg. 29 Classroom Management • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 24 Schedule • Unit 1, Pg. 36 Schedule; Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
34. Free Play		
Materials or activities accessible that relate to topics of interests/ current themes).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers
Staff use a wide variety of words to expand children’s knowledge during free play activities.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> • Journal Activities • Dramatic Play Activities • Center Activities • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game
Staff generally show awareness of whole group, even when working with one child or a small group (Ex: staff frequently scan room when working with one child; make sure area not visible is supervised by another staff member).		<ul style="list-style-type: none"> • Introduction, Pg. 9 Plan Your Space; Pg. 8 Activity Centers; Pg. 29 Classroom Management

ECERS-3™ ITEMS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
35. Whole-group activities for play and learning		
All children in the group are actively engaged in group activities.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.	
Group activities are usually carried out in smaller groups rather than in one large group (Ex: younger children or those who have trouble attending are placed in smaller groups).		<ul style="list-style-type: none"> • Introduction, Pg. 8 Activity Centers • Dramatic Play Activities • Center Activities
Children in large group are allowed to leave whole group in order to work in another area that is more satisfying to them.		<ul style="list-style-type: none"> • Introduction, Pg. 8 Activity Centers • Dramatic Play Activities • Center Activities

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; Zig Zag

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

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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 On the Beach; 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

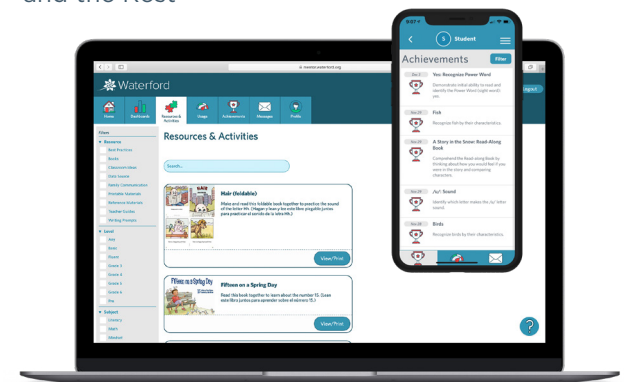
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).