

CURRICULUM *Correlation*



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

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NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN 1: PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING		
Indicator 1: The child uses gross motor control independently, including balance, spatial awareness, and stability.		
1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles, and scooters.		<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course
1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., “Duck, Duck, Goose”]).		<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 118 Come Rest Awhile (Yoga)
Indicator 2: The child independently uses fine motor skills.		
2.1: Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.		
2.1a: Develops manual coordination to use writing and crafting tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 56 Writing Capital Letter A
2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping.	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.	<ul style="list-style-type: none"> • Introduction, Pg. 16 Sensory Table • Unit 1, Pg. 254 Polly Put the Kettle On
DOMAIN 2: LITERACY		
Indicator 5: The child demonstrates understanding and function of both receptive and expressive vocabulary.		
5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center

NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Indicator 5: The child demonstrates understanding and function of both receptive and expressive vocabulary.		
5.3: Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, ask and answer relevant questions, develop ideas, and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 3 , Pg. 274 This Little Piggy: Stand Up Sentences • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Indicator 6: The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL).		
6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other and communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 3 , Pg. 274 This Little Piggy: Stand Up Sentences • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please
Indicator 7: The child engages in activities that promote the acquisition of foundational reading skills.		
7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts.	<ul style="list-style-type: none"> • Picture Clues • Peek at the Story • Find an Answer • Describe Characters • Sum Up—Five W’s • What Comes Next? • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
Indicator 7.3: Demonstrates the knowledge to make sense of print.		
7.3a: Shows an understanding of the basic concepts of print.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message • Unit 1, Pg. 82 Letters Make Words
7.3b: Understands that print carries meaning.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message • Unit 1, Pg. 82 Letters Make Words

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Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness.		
7.4a: Recognizes and generates rhyming sounds in spoken language.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • Rhyme With Me 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race
7.4b: Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> • Blending • Blend Individual Phonemes • Blend Every Sound • Syllables • Syllable Safari 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Name Syllable • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • 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. 176 Listening Activity: Grasshopper Syllables • Unit 5 Pg. 202 Circus Syllables
Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills.		
7.5a: Shows an understanding of alphabetic knowledge.	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Letters Introduction • Letter Checker • ABC Coloring • Find the 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 • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names • Unit 1, Pg. 74 Name Magnets • Unit 4, Pg. 46 Lowercase Letters
7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills.	<ul style="list-style-type: none"> • Sound Song • Mama Squirrel's Sound Song • ABC Coloring • Letter Sound • Letter Sound Screening • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/ • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/

NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Indicator 8: The child engages in activities that promote the acquisition of emergent writing skills.		
8.3: Understands how to apply the early stages of drawing and writing to convey meaning.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letters Introduction • Letter Pictures • Letter Trace • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message
DOMAIN 3: MATHEMATICS		
Indicator 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.		
9.1: Uses numbers and counting as means for solving problems and determining quantity.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number __ Counting (e.g., Number 2 Counting) • Order Numbers • One-to-one Correspondence • Make and Count Groups • Finger Counting • Object Counting • Count with 5-Frames • Count with Scale 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 2, Pg. 261 Make One More • Unit 3, Pg. 271 What Comes Next? • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 160 Counting On • Unit 5, Pg. 200 Counting in a Circle • Unit 6, Pg. 19 Quantities to 9
Indicator 9.3: Progresses in understanding of number words and numeral recognition skills.		
9.3a: Rote counts in sequence.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number _ Counting (e.g., Number 2 Counting) • Finger Counting • Object Counting • Count with 5-Frames 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 200 Counting in a Circle
9.3b: Names and identifies written numerals.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Tracing • Object Counting • Count with 5-Frames 	<ul style="list-style-type: none"> • Introduction, Pg. 12 Math Center • Read and Write Number Activities

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Indicator 10: The child demonstrates understanding of geometrical and spatial concepts.		
10.1: Recognizes, names, describes, compares, and creates familiar shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes • Book: Imagination Shapes • Simple Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 320 Circles • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 375 Shape Hunt
Indicator 11: The child demonstrates an understanding of nonstandard units to measure and make comparisons.		
11.3: Demonstrates emerging knowledge of measurement.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Measuring Tools 	<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
Indicator 12: The child demonstrates the ability to investigate, organize, and create representations.		
12.1: Sorts, classifies, and groups materials by one or more attributes.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 338 Sort It Out • Unit 3, Pg. 359 Fancy Shapes
DOMAIN 4: AESTHETIC CREATIVITY		
Indicator 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).		
13.1: Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	<ul style="list-style-type: none"> • Song: Squirrel's Zoo Colors • Color Practice • Baby's Ballet • Mama's Melody • Squirrel's Sketches • Papa's Play 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Introduction, Pg. 11 Dramatic Play Center • Unit 2, Pg. 175 Dancing with Props • Unit 7, Pg. 139 Painting My Feelings • Unit 7, Pg. 146 Artist's Statement

NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN 5: SCIENTIFIC CONCEPTUAL UNDERSTANDING		
Indicator 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.		
14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste • Science Investigation • Observe a Simple System 	<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 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation
14.3: Makes predictions and forms hypotheses.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 363 Seed Investigation
Indicator 16: The child acquires scientific knowledge related to earth science.		
16.1: Investigates, compares, contrasts seasonal and weather changes in the immediate environment.	<ul style="list-style-type: none"> • Songs: Precipitation; Sun Blues; Seasons • Book: That's What I Like: A Book About Seasons • Weather • Weather Tools • Calendar/Graph Weather • Sun • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report

NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN 6: SELF, FAMILY, AND COMMUNITY		
Indicator 18: The child develops self-control.		
18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	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 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
Indicator 19: The child demonstrates personal responsibility.		
19.1: Cares for personal and group possessions.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other’s rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 7, Pg. 151 How to Wash My Bear • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
Indicator 20: The child works cooperatively with other children and adults.		
20.1: Plays and interacts with various children sharing experiences and ideas with others.	<ul style="list-style-type: none"> • Clubhouse • Marmot 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 6, Pg. 75 Grown-up Manners • Unit 7, Pg. 249 Friendship
20.2: Uses and accepts 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"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 88 Journal Prompt: I Took Turns When...
Indicator 21: The child develops relationships of mutual trust and respect with others.		
21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed.	<ul style="list-style-type: none"> • Lost and Found • It’s Not Fair! • Do I Have To? • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help • Unit 6, Pg. 20 May I Help Game

NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DOMAIN 7: APPROACHES TO LEARNING		
Indicator 24: The child takes initiative.		
24.2: Develops increasing independence during activities, routines, and play.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Squirrel's Sketches • Baby's Ball 	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 11 Clean Up and Center Review • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 20 Reflection and Dismissal • Unit 6, Pg. 107 How to Solve a Problem
Indicator 25: The child exhibits imagination and creativity.		
25.3: Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.	<ul style="list-style-type: none"> • Papa's Play <p>Engagement:</p> <ul style="list-style-type: none"> • Role Playing • What Would You Do? • Hi! Notes 	<ul style="list-style-type: none"> • Dramatic Play Activities
Indicator 27: The child displays persistence and pursues challenges.		
27.1: Focuses and completes a variety of tasks, activities, projects, and experiences.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

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

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 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

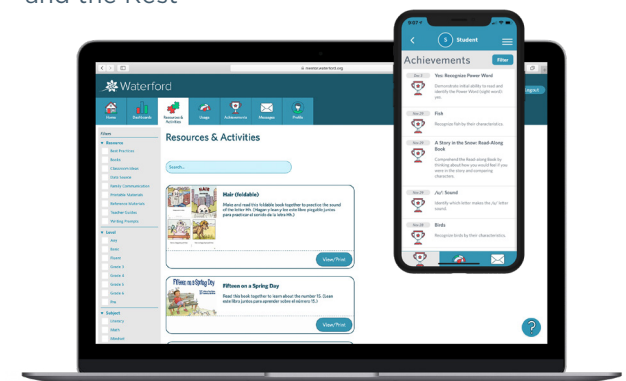
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).