

# CURRICULUM *Correlation*



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

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INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ENGLISH/LANGUAGE ARTS EARLY LEARNING STANDARDS</b>		
<b>English/Language Arts Early Learning Standard 1: Communication Process</b>		
Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.		
<i>ELA 1.1 Demonstrate Receptive Communication</i>		
Demonstrate continual growth in understanding increasingly complex and varied vocabulary	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"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 247 Clay Portraits</li> <li>Unit 4, Pg. 69 Dramatic Play: Aquarium</li> <li>Unit 4, Pg. 100 Dramatic Play: Pond</li> </ul>
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	<ul style="list-style-type: none"> <li>Book: Noise? What Noise</li> <li>Boo Hoo Baby</li> <li>Do I Have To?</li> <li>Find Me!</li> <li>Lost and Found</li> <li>It's Not Fair!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
Listen to and follow multi-step directions	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
With adult support, discover the meaning of new words and relate them to prior knowledge	<ul style="list-style-type: none"> <li>Build Knowledge</li> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 247 Clay Portraits</li> <li>Unit 4, Pg. 69 Dramatic Play: Aquarium</li> <li>Unit 4, Pg. 100 Dramatic Play: Pond</li> </ul>
<i>ELA 1.2 Demonstrate Expressive Communication</i>		
Demonstrate continual growth in increasingly varied and complex vocabulary	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 247 Clay Portraits</li> <li>Unit 4, Pg. 69 Dramatic Play: Aquarium</li> <li>Unit 4, Pg. 100 Dramatic Play: Pond</li> </ul>
Use complex gestures and actions to communicate	<ul style="list-style-type: none"> <li>Book: Noise? What Noise?</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>ELA 1.2 Demonstrate Expressive Communication continued</i>		
Describe activities, experiences, and stories with expanded details	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>Journal Activities</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Use complex sentences	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>
Change word tense to indicate time	<ul style="list-style-type: none"> <li>Song: It Happened Yesterday</li> <li>Book: I Can't Wait</li> <li>First, Next, and Last</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 20. Reflection and Dismissal</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Schedule</li> </ul>
Use communication for a variety of purposes	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Journal Activities</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
<i>ELA 1.3 Demonstrate ability to engage in conversations</i>		
Answer open-ended questions posed by adults or peers	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Ask questions for understanding and clarity	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Find an Answer</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>
Make on-topic comments	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 44 Getting Acquainted</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>ELA 1.3 Demonstrate ability to engage in conversations continued</i>		
Stay on topic in two-way conversation that involves multiple turns	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Communicate actively in group activities	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Vary tone and volume of expression to match the situation	<ul style="list-style-type: none"> <li>• Marmot’s Basket</li> <li>• Papa’s Play</li> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<b>English/Language Arts Early Learning Standard 2: Early Reading</b>		
Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.		
<i>ELA 2.1: Demonstrate awareness of the alphabet</i>		
Recognize and identify most uppercase and some lowercase letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Letters Introduction</li> <li>• Name That Letter</li> <li>• Fast Letter Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Recognize own name in print	<ul style="list-style-type: none"> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep:</li> <li>• Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
<i>ELA 2.2: Demonstrate phonological awareness</i>		
Demonstrate basic knowledge of letter-sound correspondence	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>ELA 2.2: Demonstrate phonological awareness continued</i>		
Engage in rhyming games and songs; can recognize a familiar rhyme	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 34 Listening Activity: Rhyme Review</li> </ul>
Make rhymes to simple words	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
Blend and segment syllables in spoken words with modeling and support	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Blend Spoken Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /ě/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 5, Pg. 202 Circus Syllables</li> </ul>
Isolate the initial sound in some words	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
<i>ELA 2.3: Demonstrate awareness and understanding of concepts of print</i>		
Understand that print carries meaning	<ul style="list-style-type: none"> <li>• Words in Your World</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Track words in a book from left to right, top to bottom, and page to page with adult support	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>ELA 2.4: Demonstrate comprehension</i>		
Respond and interact with literature, including both fiction and building background knowledge with nonfiction text	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing A Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Connect to Me</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
Answer questions about a story	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
Retell familiar stories	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> </ul>
<b>English/Language Arts Early Learning Standard 3: Early Writing</b>		
Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.		
<i>ELA 3.1: Demonstrate mechanics of writing</i>		
Create letter-like shapes, symbols, letters, and words with modeling and support	<ul style="list-style-type: none"> <li>• Letters Introduction</li> <li>• Letters Make Words</li> <li>• Dots, Lines, and Circles</li> <li>• Simple Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 3, Pg. 329 Thank-you Notes</li> </ul>
Use writing tools	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>
Copy more complex lines, shapes, and some letters, particularly the letters in their name	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>



# INDIANA EARLY LEARNING STANDARDS 2023

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>ELA 3.2: Demonstrate ability to communicate a story</i>		
Create writing with the intent of communicating	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 3, Pg. 329 Thank-you Notes</li> <li>Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
Dictate a story that demonstrates simple details and narrative structure	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
Use letters, symbols, and words to share an idea with someone	<ul style="list-style-type: none"> <li>Letter Trace</li> <li>Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 2, Pg. 181 Introducing Journals</li> <li>Unit 3, Pg. 329 Thank-you Notes</li> </ul>
Use writing to label drawings	<ul style="list-style-type: none"> <li>Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 3, Pg. 365 Seed Investigation</li> </ul>
<b>MATHEMATICS EARLY LEARNING STANDARDS</b>		
<b>Mathematics Early Learning Standard 1: Numeracy</b>		
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.		
<i>M1.1: Demonstrate strong sense of counting</i>		
Count the number sequence 1-20	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number 20 Counting</li> <li>Finger Counting</li> <li>Object Counting</li> <li>Counting Puzzle</li> <li>Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 200. Counting in a Circle</li> </ul>
Recognize the last number name said tells the number of objects counted	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 2, Pg. 161 Popcorn Number Match</li> <li>Unit 2, Pg. 191 Traffic Jam Count</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> </ul>



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>M1.1: Demonstrate strong sense of counting continued</i>		
Apply one-to-one correspondence with increasing number of objects and/or people (5-10 objects)	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Object Counting</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> </ul>
Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Finger Counting</li> <li>• Object Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 226 Five Frame Match</li> <li>• Unit 5, Pg. 136 Read and Write 7</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> </ul>
Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Dot Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<i>M1.2: Demonstrate understanding of written numerals</i>		
Match number symbols with amounts 1-10	<ul style="list-style-type: none"> <li>• Match Numbers</li> <li>• Number _ Counting (e.g., Number 2 Counting)</li> <li>• Count with Scale</li> <li>• Object Counting</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> <li>• Unit 2, Pg. 234 Number Books 1-5</li> </ul>
Name written numerals from 0-10	<ul style="list-style-type: none"> <li>• Number Books</li> <li>• Explain Numbers</li> <li>• Number _ Counting (e.g., Number 2 Counting)</li> <li>• Number Tracing</li> <li>• Number Practice</li> <li>• Picture Puzzle</li> <li>• Bug Bits</li> <li>• Moving Target</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> </ul>
Begin to write numerals 1-10	<ul style="list-style-type: none"> <li>• Number Books</li> <li>• Explain Numbers</li> <li>• Number Tracing</li> <li>• Number Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> <li>• Unit 2, Pg. 200 Read, Write, and Exercise 5</li> <li>• Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>M1.3: Recognition of number relations</i>		
Identify when 2 sets are equal using matching and counting strategies	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
Correctly use the words for position	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Right, Left</li> <li>• First, Middle, Last</li> <li>• First, Next, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Compare the values of two numbers from 1 to 10 presented as written numerals	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> </ul>
Demonstrate the understanding of the concept of before	<ul style="list-style-type: none"> <li>• Number Chart</li> <li>• Order Numbers</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 3, Pg. 280 Counting Backwards</li> <li>• Unit 7, Pg. 229 Build One Less</li> </ul>



# INDIANA EARLY LEARNING STANDARDS 2023

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Mathematics Early Learning Standard 2: Computation and Algebraic Thinking</b>		
Early learners develop foundational skills in learning to understand mathematical structure and patterning.		
<i>M2.1: Exhibit understanding of mathematical structure</i>		
Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Circus Subtraction; Addition; On the Bayou</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Dominoes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 231 Decomposing 8</li> <li>• Unit 6, Pg. 41 Decomposing 9</li> <li>• Unit 6, Pg. 91 Decomposing 10</li> </ul>
<i>M2.2: Demonstrate awareness of patterning</i>		
Begin to create and extend a new simple pattern	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Patterns ABC</li> <li>• Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
Understand sequence of events when clearly explained	<ul style="list-style-type: none"> <li>• Song: Sequencing Events</li> <li>• Book: Marty’s Mixed Up Mom</li> <li>• Sequence Events</li> <li>• First, Next, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule Activities</li> <li>• Unit 3, Pg. 304 Farmer Mash</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>Mathematics Early Learning Standard 3: Data Analysis</b>		
Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description		
<i>M3.1: Demonstrate understanding of classifying</i>		
Explain simple sorting or classifying strategies	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>M3.1: Demonstrate understanding of classifying continued</i>		
Sort a group of objects in multiple ways	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<b>Mathematics Early Learning Standard 4: Geometry</b>		
Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.		
<i>M4.1 Understanding of spatial relationships</i>		
Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes	<ul style="list-style-type: none"> <li>• Books: Imagination Shapes</li> <li>• Tangrams</li> <li>• Geoboard</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 12 Math Center</li> <li>• Unit 3, Pg. 366 Shapes Mural</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Use position terms such as above, below, beside, and between	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
<i>M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes</i>		
Use the attributes of shapes, such as number or length of sides, to distinguish between shapes	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes continued</i>		
Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> </ul>
<b>Mathematics Early Learning Standard 5: Measurement</b>		
Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.		
<i>M5.1: Understand the concept of time</i>		
Know daily concepts of earlier and later, morning and afternoon	<ul style="list-style-type: none"> <li>• Book: Mr. Romano's Secret: A Time Story</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Daily Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule Activities</li> <li>• Calendar Activities</li> </ul>
<i>M5.2 Understand measurement through description and comparison</i>		
Directly compare and describe two or more objects with a measurable attribute	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Length</li> <li>• Weight</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Match</li> <li>• Size</li> <li>• Capacity</li> <li>• Big Small Song</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 261 Make One More</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 6, Pg. 114 Length</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>M5.2 Understand measurement through description and comparison continued</i>		
Engage in measuring type play/ behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Length</li> <li>• Weight</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Match</li> <li>• Size</li> <li>• Capacity</li> <li>• Big Small Song</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>SCIENCE EARLY LEARNING STANDARDS</b>		
Science Early Learning Standard 1: Physical Science		
Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.		
<i>SC1.1: Demonstrate ability to explore objects in the physical world</i>		
Use senses to observe and describe concepts of weight, motion, and force	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Five Senses</li> <li>• Book: Mr. Mario’s Neighborhood; I Wish I Had Ears Like a Bat</li> <li>• Heavy and Light</li> <li>• Weight</li> <li>• Push and Pull</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 367 Animal Beat</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> </ul>
Ask questions and draw conclusions about physical properties and the physical world	<ul style="list-style-type: none"> <li>• Books: Where in the World Would You Go Today?; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SC1.1: Demonstrate ability to explore objects in the physical world continued</i>		
Use a greater number of scientific vocabulary words related to classroom investigations	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Push and Pull</li> <li>• Books: Mr. Mario’s Neighborhood</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Push and Pull</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 3, Pg. 367 Animal Beat</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>
<i>SC1.2: Demonstrate awareness of the physical properties of objects</i>		
Identify materials that make up objects	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> </ul>
Use evidence from investigations to describe observable properties of objects	<ul style="list-style-type: none"> <li>• Water</li> <li>• Science Investigation</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> <li>• Unit 7, Pg. 147 Weight</li> </ul>
Sort objects into categories based on physical attributes and explain reasoning	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Science Investigation</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 359 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
<b>Science Early Learning Standard 2: Earth and Space Science</b>		
Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons		
<i>SC2.1: Recognize seasonal and weather related changes</i>		
Communicate awareness of seasonal changes	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SC2.1: Recognize seasonal and weather related changes continued</i>		
Describe how weather changes	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That’s What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Calendar/Graph Weather</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<b>Science Early Learning Standard 3: Life Science</b>		
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants		
<i>SC3.1: Demonstrate awareness of life</i>		
Differentiate animals from plants	<ul style="list-style-type: none"> <li>• Song: Plant or Animal</li> <li>• Plant or Animal</li> <li>• Living Things</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> </ul>
Discriminate between living organisms and non-living objects	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Living or Nonliving</li> <li>• Living Things</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> </ul>
Identify and describe the function of body parts	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Body Parts</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> </ul>



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SC3.1: Demonstrate awareness of life continued</i>		
Ask questions and conduct investigations to understand life science	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> <li>• Unit 4, Pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, Pg. 86 Fish Investigation</li> <li>• Unit 4, Pg. 121 Frog or Toad?</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>
<i>SC3.2: Demonstrate awareness of the preservation, protection, and care of living creatures and plants</i>		
Participate in discussions about simple ways to take care of the environment (e.g., throwing away trash in containers, turning off lights and water faucets, and putting out bird feeders)	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap</li> <li>• Care of Water</li> <li>• Care of Earth</li> <li>• Our Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>
Participate in reusing and recycling materials	<ul style="list-style-type: none"> <li>• Song: Pollution Rap</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture</li> </ul>



# INDIANA EARLY LEARNING STANDARDS 2023

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SC3.2: Demonstrate awareness of the preservation, protection, and care of living creatures and plants continued</i>		
Describe basic things plants and animals need to live and grow (sunlight, water, food)	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Books: Everybody Needs to Eat; Mela’s Water Pot; A Seed Grows</li> <li>• Healthy Plants’ Needs</li> <li>• Air</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Fish</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
Take responsibility for the care of living things (feeding fish, watering plants, helping weed garden)	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Books: Everybody Needs to Eat; A Seed Grows; Mela’s Water Pot</li> <li>• Living or Nonliving</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
<b>Science Early Learning Standard 4: Engineering</b>		
Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.		
<i>SC4.1: Demonstrate engineering design skills</i>		
Select materials and implement a designated plan	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> </ul>
Evaluate and communicate solution outcomes	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>
Use nearby objects to create simple machines to enhance play	<ul style="list-style-type: none"> <li>• Simple Machines</li> <li>• Push and Pull</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Simple Machines</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Science Early Learning Standard 5: Scientific Inquiry and Method</b>		
Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.		
<i>SC5.1: Demonstrate scientific curiosity</i>		
Discuss ways that people can affect the environment in positive and negative ways	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation; I Am Part of All I See</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> </ul>
Independently use simple tools to conduct an investigation to increase understanding	<ul style="list-style-type: none"> <li>• Measurement Tools</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Tools for Measuring</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
Engage in a scientific experiment with peers	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
Communicate results of an investigation	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
<b>Science Early Learning Standard 6: Computational Thinking</b>		
Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.		
<i>SC6.1 Demonstrate decomposition of larger tasks into smaller steps</i>		
Identify 3-5 steps in common routines	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Waterford Routine Chart</li> <li>• Schedule Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> <li>• Schedule Activities</li> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>



# INDIANA EARLY LEARNING STANDARDS 2023

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SC6.2: Demonstrate algorithmic thinking and debugging</i>		
Demonstrate an understanding of when a task requires a set of ordered steps	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Waterford Routine Chart</li> <li>Schedule Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
With adult support, create an algorithm (set of ordered steps) to accomplish a two-step task	Children interacting with Waterford are constantly listening to input and responding with choices. Children must listen, understand, and respond appropriately, often to detailed, multi-step directions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> <li>Unit 7, Pg. 151 How to Wash My Bear</li> </ul>
With adult support, demonstrate the process of troubleshooting why a solution or step didn't work, and revising their solution	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
<b>SOCIAL STUDIES EARLY LEARNING STANDARDS</b>		
<b>Social Studies Early Learning Standard 1: Self</b>		
Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community		
<i>SS1.1: Demonstrate development of self</i>		
Participate in and describe local, state, and national events and celebrations if observed	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Rusty and Rosy Coloring Pages</li> <li>Coloring Pages</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 48 Flag On The Moon</li> </ul>
Identify key people in history	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 6, Pg. 48 Flag On The Moon</li> </ul>
Assimilate family, community, and culture in cooperative play	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>My Family</li> <li>Come Inside</li> <li>Clubhouse</li> </ul> <b>Engagement:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>



# INDIANA EARLY LEARNING STANDARDS 2023

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SS1.1: Demonstrate development of self continued</i>		
Build awareness, respect, and acceptance for differences in people and acknowledge connections	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Sing Around the World Songs</li> <li>• Books: In the Rain; Seeing Fingers; Noise, What Noise?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
<b>Social Studies Early Learning Standard 2: History and Events</b>		
Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.		
<i>SS2.1: Demonstrate awareness of chronological thinking</i>		
Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	<ul style="list-style-type: none"> <li>• Song: Clock Hands</li> <li>• Books: How Long Is a Minute?; Mr. Romano’s Secret: A Time Story</li> <li>• Days of the Week</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Day</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar Activities</li> <li>• Schedule Activities</li> </ul>
Begin to understand how time is measured	<ul style="list-style-type: none"> <li>• Song: Clock Hands</li> <li>• Book: Mr. Romano’s Secret: A Time Story</li> <li>• Days of the Week</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Day</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar Activities</li> <li>• Schedule Activities</li> </ul>
<i>SS2.2 Demonstrate awareness of personal historical knowledge</i>		
Demonstrate understanding of concepts of time including before, after, morning, day, night, now, and later	<ul style="list-style-type: none"> <li>• Songs: Clock Hands; Seasons</li> <li>• Books: That’s What I Like: A Book About Seasons; Mr. Romano’s Secret: A Time Story</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Day</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar Activities</li> <li>• Schedule Activities</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 7, Pg. 225 I Am Ready for Kindergarten</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SS2.3 Demonstrate awareness of the foundations of government or authority</i>		
Identify leaders and community helpers at home, school, and in environments	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 330 Circle Party</li> <li>Unit 3, Pg. 343 Which Hat Is Best?</li> </ul>
Recognize community symbols and begin to recognize national symbols (e.g., the flag)	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul> <b>Engagement:</b> <ul style="list-style-type: none"> <li>US Flag</li> <li>Moon Landing Poster</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 6, Pg. 48 Flag On The Moon</li> </ul>
<i>Social Studies Early Learning Standard 3: Geography</i>		
Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.		
<i>SS3.1: Demonstrate awareness of the world in spatial terms</i>		
Develop concepts and describe location, directionality, and spatial relationships	<ul style="list-style-type: none"> <li>Songs: Position Cat; Monster Trucks</li> <li>Books: Up in the Air; Where in the World Would You Go Today?</li> <li>Top, Beside, and Bottom</li> <li>First, Next, and Last</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> <li>Right, Left</li> <li>Inside, Outside, Between</li> <li>Over, Under, Above, Below</li> <li>First, Middle, Last</li> <li>Position</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
Engage in play where one item represents another	<ul style="list-style-type: none"> <li>Soup's On!</li> <li>Geoboard</li> <li>Tangrams</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 7, Pg. 198 Program Decorations</li> </ul>



# INDIANA EARLY LEARNING STANDARDS 2023

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SS3.2: Demonstrate awareness of places and regions</i>		
Use words to describe natural and people-made features of locations	<ul style="list-style-type: none"> <li>Songs: Four Ecosystems; I Am Part of All I See</li> <li>Rainforests</li> <li>Mountains</li> <li>Deserts</li> <li>Oceans</li> <li>Backyard</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Children</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 5, Pg. 330 Dramatic Play: Library</li> </ul>
Become familiar with information about where they live and understand what an address is	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Children</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>
<b>Social Studies Early Learning Standard 4: Economics</b>		
Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.		
<i>SS4.1: Demonstrate awareness of economics, spending, and making money</i>		
Begin to understand the purpose of money and concepts of buying and selling through play	<ul style="list-style-type: none"> <li>Songs: Save Your Pennies; Money</li> <li>Books: Bugs for Sale; Fudge for Sale</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Develop an awareness that people work for money in order to provide for basic needs	<ul style="list-style-type: none"> <li>Song: Money</li> <li>Book: Bugs For Sale</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 3, Pg. 328 We All Have Jobs</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Describe community helpers or workers in terms of tools or equipment they use and services or products they provide	<ul style="list-style-type: none"> <li>Book: Follow the Apples!</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 68 Dramatic Play: Garage</li> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 4, Pg. 6 Dramatic Play: Radiologist's Office</li> <li>Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> </ul>
Act out adult social roles and occupations	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Community Helpers</li> <li>Role Play</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 328 Dramatic Play: Fire Station</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> <li>Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Social Studies Early Learning Standard 5: Citizenship</b>		
Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.		
<i>SS5.1: Demonstrate awareness of citizenship</i>		
Demonstrate willingness to work together to accomplish tasks	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Soup’s On</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
Identify simple tasks within the home, learning environment, or community	<ul style="list-style-type: none"> <li>• Soup’s On</li> <li>• Do I Have To?</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Clean Up and Center Review</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 232 Wash the Tables!</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Provide leadership in completing daily tasks	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 232 Wash the Tables!</li> <li>• Unit 2, Pg. 240 I’m Responsible</li> </ul>
Demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules Rebus</li> <li>• Listening Rug Rules Rebus</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> </ul>
Recognize and have language to describe when something is unfair	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, pg. 121 Problem Solving: Fair Division</li> </ul>
Begin to describe the reciprocal relationship between people and their community and the responsibility as citizens to care for it	<ul style="list-style-type: none"> <li>• Book: Painting by Number</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Farmer in the Dell Word Strips</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 3, Pg. 328 Dramatic Play: Fire Station</li> <li>• Unit 6, Pg. 69 Dramatic Play: Post Office</li> </ul>



INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>STUDENT WELLBEING EARLY LEARNING STANDARDS</b>		
Student Wellbeing Early Learning Standard 1: Sense of Self		
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.		
<i>SW1.1: Demonstrate self awareness and confidence</i>		
Identify self as a unique member of a group that fits into a larger world picture	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> <li>• Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 2, Pg. 240 I'm Responsible</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> </ul>
Show confidence in a range of abilities and recognizing own strengths, as well as the capacity to take on and accomplish new tasks	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Party Time</li> <li>• Squirrel's Blocks</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Show independence in own choices	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel Sketches</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> </ul>
<i>SW1.2: Demonstrate identification and expression of emotions</i>		
Identify own emotions and the emotions of others	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Papa's Thumb</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> </ul>
Express and accurately respond to emotions of self and others	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>SW1.2: Demonstrate identification and expression of emotions continued</i>		
Predict reactions from others	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
Effectively use sentences and actions to express feelings	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 56 Journal Prompt: Pet the Cat Story</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
<b>Student Wellbeing Early Learning Standard 2: Self-Regulation</b>		
Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.		
<i>SW2.1: Demonstrate self control</i>		
Manage transitions and adapt to changes in schedules, routines, and situations independently	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 1, Pg. 39 Quiet Time</li> </ul>
Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>
Manage a range of impulses	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Begin to manage behavior based on location and corresponding expectations (e.g., playground vs. classroom)	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"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> <li>• Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Student Wellbeing Early Learning Standard 3: Conflict Resolution</b>		
Early learners develop foundational skills that support conflict resolution and conflict management.		
<i>SW3.1: Demonstrate conflict resolution</i>		
Independently initiate conflict resolution strategies with peers and seek adult support when necessary	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
Begin to use "I feel" statements with adult support when managing conflict with others	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
<b>Student Wellbeing Early Learning Standard 4: Building Relationships</b>		
Early learners develop foundational skills that support social development and engagement with others.		
<i>SW4.1: Demonstrate relationship skills</i>		
Accept compromises when suggested by a peer or adult	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Soup's On</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
Gauge response based on the facial expressions of others	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> </ul>
Show care and concern for familiar adults and peers using more complex words and actions	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Where's Papa</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Maintain consistent friendships	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
Engage in cooperative play experiences for sustained periods of time	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>
Form connections across diverse backgrounds	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>APPROACHES TO PLAY AND LEARNING STANDARDS</b>		
<b>Approaches to Play and Learning Standard 1: Initiative and Exploration</b>		
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.		
<i>APL1.1: Demonstrate initiative and self-direction</i>		
Take initiative to learn new concepts and try new experiences	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 348 Friday Story: The Perfect Square</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>Unit 7, Pg. 198 Program Decorations</li> </ul>
Seek and gather new information to plan for projects and activities	<ul style="list-style-type: none"> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
<i>APL1.2: Demonstrate interest and curiosity as a learner</i>		
Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 7, Pg. 203 Spring Gallop!</li> </ul>
Communicate a desire to learn new concepts or ideas	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>
Exhibit willingness to try new experiences	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Approaches to Play and Learning Standard 2: Flexible Thinking</b>		
Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.		
<i>APL2.1: Demonstrate development of flexible thinking skills during play</i>		
Demonstrate analysis, innovation, imagination, and creativity to solve a problem	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Musical Mayhem</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 2, Pg. 261 Popcorn Number Match</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
Develop recovery skills from setbacks and differences in opinion in a group setting	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
<b>Approaches to Play and Learning Standard 3: Attentiveness and Persistence</b>		
Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.		
<i>APL3.1: Demonstrate development of sustained attention and persistence</i>		
Independently attend to a book from beginning to end	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> </ul>
Focus on activity with deliberate concentration despite distractions and/or temptations	While interacting with Waterford, children listen to and follow multi-step directions. Engaging Activities throughout Waterford hold children’s attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
Persist in trying to complete a task after previous attempts have failed	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"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Approaches to Play and Learning Standard 4: Social Interactions</b>		
Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.		
<i>APL4.1: Demonstrate development of social interactions during play</i>		
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Demonstrate cooperative behavior, such as turn-taking, in interactions with others	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> </ul>
Begin to accept and share leadership	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others’ rights and property as well as their own.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul>
<b>CREATIVE ARTS EARLY LEARNING STANDARDS</b>		
<b>Creative Arts Early Learning Standard 1: Music</b>		
Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.		
<i>CA1.1: Demonstrate creative music expression</i>		
Sing songs that use the voice in a variety of ways	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• ABC Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> </ul>
Produce rhythmic patterns in music	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• ABC Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>CA1.1: Demonstrate creative music expression continued</i>		
Describe feelings and reactions in response to diverse musical genres and styles	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• ABC Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 3, Pg. 367 Animal Beat</li> </ul>
Respond to changes heard in music	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• ABC Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 6, Pg. 12 Hi! Notes</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
Use familiar rhymes, songs, chants, and musical instruments to express creativity	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• ABC Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>
<b>Creative Arts Early Learning Standard 2: Dance</b>		
Early learners develop foundational skills that support creative expression through movement.		
<i>CA2.1: Demonstrate creative movement expression</i>		
Convey ideas and emotions through creative movement expression (with or without music)	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> </ul>
Purposefully select movements that communicate ideas, thoughts, and feelings	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Creative Arts Early Learning Standard 3: Visual Arts</b>		
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.		
<i>CA3.1: Demonstrate creative expression through the visual art process or experience</i>		
Identify and use colors, lines, and shapes found in the environment and in works of art	<ul style="list-style-type: none"> <li>• Sing Around the World: c-Colors, Colors (Mexico)</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Squirrel’s Zoo Colors</li> <li>• Color Practice</li> <li>• Shapes</li> <li>• Simple Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Engage in self-directed exploration of various art-making processes and multiple media types including digital	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Share details about why they are using specific colors or materials	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
<i>CA3.2: Demonstrate creative expression through visual art production and presentation</i>		
Progress in ability to create drawings, models, and other art using a variety of materials	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> </ul>
Create, save, and display individualized artwork	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
<i>CA3.3: Demonstrate creative expression through art appreciation</i>		
Observe and discuss art forms	<ul style="list-style-type: none"> <li>• Books: Lizard and the Painted Rock, Painting by Number</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
Reflect on differences and preferences as encounters artwork	<ul style="list-style-type: none"> <li>• Books: Lizard and the Painted Rock, Painting by Number</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
Share ideas about personal creative work	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 146 Artist’s Statement</li> </ul>





# INDIANA EARLY LEARNING STANDARDS 2023

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>CA3.3: Demonstrate creative expression through art appreciation continued</i>		
Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it	<ul style="list-style-type: none"> <li>Books: Lizard and the Painted Rock, Painting by Number</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>Creative Arts Early Learning Standard 4: Dramatic Play</b>		
Early learners develop foundational skills that support creative expression and interaction through dramatic play.		
<i>CA4.1: Demonstrate creative expression through dramatic play</i>		
Engage in associative and cooperative play	<ul style="list-style-type: none"> <li>Find Me!</li> <li>Where's Papa?</li> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> <li>Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
Participate freely in dramatic play experiences that become of increased duration and complexity	<ul style="list-style-type: none"> <li>Where's Papa?</li> <li>Clubhouse</li> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Role play imaginary events and characters	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> </ul>
<b>PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARDS</b>		
<b>Physical Health and Growth Early Learning Standard 1: Health and Safety</b>		
Early learners develop foundational skills that support healthy, safe, and nutritious practices.		
<i>PHG1.1: Demonstrate development of healthy practices</i>		
Demonstrate health and hygiene-related behaviors with minimal prompting	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: The Germs</li> <li>Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Teeth</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Dental Chart</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>PHG1.1: Demonstrate development of healthy practices</i>		
Communicate practices that promote healthy living and prevent illness for self and family members	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Dental Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 54 Germs</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Engage in sociodramatic play to demonstrate the roles of medical professionals	<ul style="list-style-type: none"> <li>• Book: My Reptile Hospital</li> <li>• Pretend Play</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Trusted Adults</li> <li>• Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 6 Dramatic Play: Radiologist's Office</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> </ul>
<i>PHG1.2: Demonstrate development of safety practices</i>		
Demonstrate basic safety knowledge	<ul style="list-style-type: none"> <li>• Songs: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> <li>• Telephone Master</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 2, Pg. 165 Safe Smelling</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 3, Pg. 336 Call for Help</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>• Unit 7, Pg. 231 Water Safety</li> </ul>
Alert others to possible danger	<ul style="list-style-type: none"> <li>• Song: Storms</li> <li>• Fire Safety</li> <li>• Lightning Safety</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Telephones</li> <li>• Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 337 Emergency!</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
Participate, with adult support, to develop safety rules for an activity	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules Rebus</li> <li>• Telephones</li> <li>• Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 6, Pg. 117 Digital Safety</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHG1.3: Demonstrate development of nutrition awareness</b>		
Respond to physical cues when hungry, full, or thirsty		<ul style="list-style-type: none"> <li>• Lunch Time Activities</li> <li>• Snack Time Activities</li> </ul>
Communicate about variety and amount of food needed to be healthy	<ul style="list-style-type: none"> <li>• Healthy Food</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Participate in preparation of a simple, healthy snack	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 58 Cooking Apples Center</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
Name food and beverages that help to build healthy bodies	<ul style="list-style-type: none"> <li>• Song: Food from Plants</li> <li>• Healthy Food</li> <li>• Edible Plant Parts</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Food Pictures</li> <li>• My Healthy Plate</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Describe physical features of fruits and vegetables	<ul style="list-style-type: none"> <li>• Edible Plant Parts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> </ul>
Begin to describe where fruits and vegetables come from	<ul style="list-style-type: none"> <li>• Song: Food from Plants</li> <li>• Book: Follow the Apples!</li> <li>• Food from Plants</li> <li>• Edible Plant Parts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 371 Farm to Table</li> </ul>
<b>Physical Health and Growth Early Learning Standard 2: Senses</b>		
Early learners use the five senses to develop foundational skills that support processing information and understanding one’s own body in relation to space and objects in space.		
<b>PHG2.1: Demonstrate how the five senses support processing information</b>		
Take things apart and invent new structures using the parts	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 366 Shapes Mural</li> </ul>
Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Taste</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 138 Crunchy and Soggy Snack</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 117 Jar Symphony</li> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>PHG2.2: Demonstrate development of body awareness and physical activity</i>		
Identify and describe function of body parts	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Body Parts</li> <li>• Parts of the Face</li> <li>• Sight</li> <li>• Taste</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> <li>• Unit 6, Pg. 45 My Brain Is Always Growing</li> </ul>
<i>PHG2.2: Demonstrate development of body awareness and physical activity continued</i>		
Demonstrate awareness of own body in relation to other people and objects through play activities	<ul style="list-style-type: none"> <li>• Song: Monster Trucks</li> <li>• First, Middle, Last</li> <li>• First, Next, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> </ul>
Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> </ul>
Demonstrate basic understanding that physical activity helps the body grow and be healthy	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 108 Exercise Make Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
Begin to recognize the relationship between moving your body fast and how your body responds to this movement	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> </ul>

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Physical Health and Growth Early Learning Standard 3: Motor Skills</b>		
Early learners develop foundational skills that support the development of fine and gross motor coordination.		
<i>PHG3.1: Demonstrate development of fine and gross motor coordination</i>		
Perform fine-motor tasks that require small-muscle strength and control	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>Unit 4, Pg. 18 Bone Exploration</li> <li>Unit 7, Pg. 141 Tool Workshop</li> </ul>
Demonstrate coordination and balance in a variety of activities	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 7, Pg. 203 Spring Gallop!</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Coordinate movements to perform a complex task	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>Dance and Movement Activities</li> <li>Visual Arts Activities</li> <li>Unit 4, Pg. 18 Skeleton Hands</li> </ul>
<b>Physical Health and Growth Early Learning Standard 4: Personal Care</b>		
Early learners develop foundational skills that support the independent care of one's self.		
<i>PHG4.1: Demonstrate increased independence in personal care routines*</i>		
Attend to personal body care practices with minimal adult support	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Teeth</li> </ul> <b>Engagement:</b> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Dental Chart</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
Independently feed self using utensils		<ul style="list-style-type: none"> <li>Snack Time Activities</li> </ul>
Independently dress and undress self	<ul style="list-style-type: none"> <li>Book: Whatever the Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 243 What Should I Wear?</li> </ul>
Independently attend to toileting needs	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul> <b>Engagement:</b> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 27 Toileting</li> <li>Unit 1, Pg. 11 Hand Washing</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> </ul>

## PRE-READING

### Sing a Rhyme Songs /Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; 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](https://www.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](http://mentor.waterford.org) can be found in Spanish or with Spanish support.

### SONGS

#### Beginning Math Songs

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

#### Nursery Songs and Rhymes

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

#### 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).