

CURRICULUM *Correlation*



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

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
I. APPROACHES TO LEARNING		
A. Show Curiosity		
1. Express interest in people	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 212 It's Different, But It's Good!
2. Show interest in learning new things and trying new experiences	<ul style="list-style-type: none"> 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 Science Investigation Magnets <p>Engagement:</p> <ul style="list-style-type: none"> Role Play What Would You Do? Find the Ball 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 212 It's Different, But It's Good!
3. Ask questions	<ul style="list-style-type: none"> 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 Science Investigation 	<ul style="list-style-type: none"> Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 6, Pg. 20 May I Help Game
B. Take Initiative		
1. Initiate interaction with others	<ul style="list-style-type: none"> Clubhouse Marmot's Basket 	<ul style="list-style-type: none"> Unit 1, Pg. 143 Builders and Bulldozers Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 5, Pg. 233 Slide Like a Snail Unit 6, Pg. 53 Floating Robots Unit 6, Pg. 122 Obstacle Course
2. Make decisions independently	<ul style="list-style-type: none"> Marmot's Basket Clubhouse Boo Hoo Baby Musical Mayhem Perfect Present 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Take Initiative <i>continued</i>		
3. Develop independence during activities, routines and play	<ul style="list-style-type: none"> • Perfect Present • Clubhouse • Squirrel’s Sketches <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • Rock-a-Bye, Baby Lullaby • Guess My Rule 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
C. Exhibit Creativity		
1. Try new ways of doing things		<ul style="list-style-type: none"> • Unit 1, Pg. 6 Learning • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 34 Counting and Attendance • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 7, Pg. 212 It’s Different, But It’s Good!
2. Use imagination to generate a variety of ideas	<ul style="list-style-type: none"> • 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; My Reptile Hospital • Perfect Present • Squirrel’s Sketches • Soup’s On! • Where’s Papa? • Find Me! 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
3. Exhibit sense of humor	<ul style="list-style-type: none"> • Books: Rocks in My Socks; Marty’s Mixed-up Mom; What If You Were An Octopus? • Where’s Papa? 	<ul style="list-style-type: none"> • Dramatic Play Activities
D. Show Confidence		
1. Express ideas and opinions	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Gooley Mud; Bad News Shoes • Clubhouse • Squirrel’s Sketches • Soup’s On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
D. Show Confidence <i>continued</i>		
2. View self as competent and has a positive self-image	<ul style="list-style-type: none"> • Baby's Ball • Clubhouse • Squirrel's Sketches • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! • Unit 7, Pg. 246 I Know
E. Display Persistence		
1. Sustain attention to a task or activity that is age-appropriate	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
2. Pursue challenges	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
3. Cope with frustration	<ul style="list-style-type: none"> • Squirrel's Blocks • Lost and Found • Noisy Children • Lost Keys 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
F. Use Problem-Solving Skills		
1. Recognize problems	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
2. Try to solve problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
3. Work with others to solve problems	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL-EMOTIONAL DEVELOPMENT		
I. Knowledge of Self		
A. Exhibit Self-Awareness		
1. Show respect for self	<ul style="list-style-type: none"> • Books: Lumpy Mush; I Hate Peas • My Family • Come Inside • Squirrel’s Sketches <p>Engagement:</p> <ul style="list-style-type: none"> • Self-Awareness 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! • Unit 7, Pg. 246 I Know
2. Develop personal preferences	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Gooley Mud; Bad News Shoes; Movin’ to the Music Time • Clubhouse • Squirrel’s Sketches • Soup’s On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 149 I Am, I Can • Unit 3, Pg. 288 Journals: My Family
3. Know personal information	<ul style="list-style-type: none"> • Name Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 22 Name Song
B. Develop Self-Control		
1. Follow simple rules	<p>Engagement:</p> <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 7, Pg. 178 Fox In a Box
2. Accept transitions and follow daily routines	<ul style="list-style-type: none"> • Soup’s On! • Find Me! • Dinner Time 	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 29 Reflection and Dismissal • Unit 1, Pg. 40 Snack • Unit 1, Pg. 54 Morning Meeting • Unit 6, Pg. 75 Grown-up Manners

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Develop Self-Control <i>continued</i>		
3. Express feelings through appropriate gestures, action and language	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair • Do I Have To? • Squirrel's Blocks • Lost Dinosaur • Papa's Thumb <p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 149 I Am, I Can • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 7, Pg. 139 Painting My Feelings
4. Adapt to different environments		<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 29 Reflection and Dismissal • Unit 1, Pg. 40 Snack • Unit 1, Pg. 54 Morning Meeting • Unit 6, Pg. 75 Grown-up Manners
C. Develop Personal Responsibility		
1. Care for personal and group belongings	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners
2. Begin to accept the consequences of their own actions	<ul style="list-style-type: none"> • Broken Lamp <p>Engagement:</p> <ul style="list-style-type: none"> • Consequence Cards 	<ul style="list-style-type: none"> • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
II. Knowledge of Others		
A. Build Relationships of Mutual Trust and Respect with Others		
1. Respect rights of others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners
2. Seek comfort and security from significant adults	<ul style="list-style-type: none"> • Lost and Found • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 3, Pg. 373 Trusted Adults • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments
3. Develop friendships	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 7, Pg. 249 Friendship
4. Use courteous words and actions	<p>Engagement:</p> <ul style="list-style-type: none"> • Teaching Children Manners • This Belongs to a Friend • Please and Thank You 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners
5. Respect similarities and differences among people	<ul style="list-style-type: none"> • Song: Same and Different • Books: In the Rain; Seeing Fingers; Mine • Clubhouse • Come Inside • My Family 	<ul style="list-style-type: none"> • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family



MISSOURI EARLY LEARNING STANDARDS 2021

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Work Cooperatively with Others		
1. Participate successfully as a member of a group	<ul style="list-style-type: none"> • Book: José Three • My Family • Soup's On! • Baby's Birthday • Party Time • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
2. Share experiences and ideas with others	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> • Unit 3, Pg. 288 Journals: My Family • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 89 Storytelling Festival
3. Begin to examine a situation from another person's perspective	<ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • Noisy Children • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
4. Resolve conflicts 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"> • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
LANGUAGE AND LITERACY		
I. Spoken/Expressive Language		
A. Use Language to Communicate		
1. Communicate in a variety of ways	<ul style="list-style-type: none"> • Books: Seeing Fingers; Louis Braille; Noise? What Noise? <p>Engagement:</p> <ul style="list-style-type: none"> • Guess What I'm Feeling 	<ul style="list-style-type: none"> • Journal Activities • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 175 Dancing with Props • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 7, Pg. 139 Painting My Feelings

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Use Language to Communicate <i>continued</i>		
2. Initiate and respond appropriately in conversation and discussions	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"> • Story Time Activities • Unit 4, Pg. 13 We're All Happy
3. Use language to pretend or create	<ul style="list-style-type: none"> • Papa's Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Visual Arts Activities
4. Use complete sentences of varying length	Waterford videos demonstrate conversations among characters using complete sentences of varying length.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
II. Listening/Receptive Language		
A. Listen for Different Purposes		
1. Listen to others	<p>Engagement:</p> <ul style="list-style-type: none"> • Listening Rug Rules 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 6 Listening Rug Rules • Unit 2, Pg. 206 Good Friends, Good Listeners • Unit 6, Pg. 75 Grown-up Manners
2. Listen to sounds in the environment	<ul style="list-style-type: none"> • What Do You Hear? <p>Engagement:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children 	<ul style="list-style-type: none"> • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 116 What Is It and Who Has It?
3. Follow simple directions	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
4. Listen responsively to books and stories	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
5. Respond to questions	Question and response conversations within social-emotional videos provide examples for students to ask and answer questions.	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Story Time Activities

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
III. Written Language		
A. Use Writing as a Means of Expression/Communication		
1. Experiment with writing tools and materials	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Unit 1, Pg. 56 Pencil Grip
2. Use scribbles, shapes, pictures, letter-like forms and letters to write	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace 	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities
3. Tell others about marks and intended meaning of drawing or writing	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace 	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
4. Use a variety of resources to facilitate writing	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
IV. Knowledge of Print and Books		
A. Apply Early Reading Skills		
1. Show an interest in reading and books	<ul style="list-style-type: none"> Print Concepts Sing A Rhyme Songs/Books Read with Me Books (See titles at end of document.)	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities
2. Exhibit book handling skills	“Print Concepts” features animation that simulates pages turning one by one, from front to back, as the narrator sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the highlighted text.	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities
3. Recognize that print represents spoken words	<ul style="list-style-type: none"> Print Concepts Words Tell About the Pictures Sing A Rhyme Songs/Books Read with Me Books (See titles at end of document.)	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 37 Print Knowledge: Books Story Time Activities
4. Develop a sense of story	<ul style="list-style-type: none"> Print Concepts Sing A Rhyme Songs/Books Read with Me Books (See titles at end of document.)	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities Unit 1, Pg. 39 Story Time Activity Unit 1, Pg. 46 The Apple Tree: Discuss the Story

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Apply Early Reading Skills <i>continued</i>		
5. Read environmental print and symbols	<ul style="list-style-type: none"> • Words in Your World • Letters Make Words 	<ul style="list-style-type: none"> • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 127 Dramatic Play: Construction Site
6. Identify some alphabet letters	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Instruction • Letters Introduction • Letter Pictures • Name Game 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
V. Sounds of Language (Phonological Awareness)		
A. Attend to Sounds of Language		
1. Repeat rhymes, simple songs, poems and finger plays	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey
2. Participate in word games	<ul style="list-style-type: none"> • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Where is the Sound? • Blending Riddles • Blending Dragon • One, Two, Three Sounds • Circus Clown Climbers 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) • Unit 7, Pg. 230 Blending Phonemes: BINGO
3. Discriminate some sounds in words	<ul style="list-style-type: none"> • Where is the Sound? • Sound Songs • Letters Introduction • Initial Sound • Final Sound 	<ul style="list-style-type: none"> • Unit 1, Pg. 17 Llama Llama Sounds • Unit 1, Pg. 118 Sound Order • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination • Unit 2, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination • Unit 7, Pg. 230 Blending Phonemes: BINGO

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS		
I. Number and Operations		
A. Develop Number Sense		
1. Show interest and understanding in counting	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Object Counting • Finger Counting • Count With 5-Frames • Number _ Counting (e.g., Number 2 Counting) • Match Numbers • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 200 Counting in a Circle
2. Explores quantity	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Object Counting • Finger Counting • Count With 5-Frames • Number _ Counting (e.g., Number 2 Counting) • Match Numbers • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count • Unit 2, Pg. 208 Pizza Chef Match • Unit 5, Pg. 200 Counting in a Circle
B. Develop Numerical Representation		
1. Identify numerals in everyday situations	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Object Counting • Finger Counting • Count With 5-Frames • Number _ Counting (e.g., Number 2 Counting) • Match Numbers • Bug Bits • Make and Count Groups 	<ul style="list-style-type: none"> • Read and Write Number Activities
2. Use drawings to represent number	<ul style="list-style-type: none"> • Make and Count Groups • Bug Bits • Number _ Counting (e.g., Number 2 Counting) 	<ul style="list-style-type: none"> • Read and Write Number Activities • Unit 2, Pg. 161 Popcorn Number Match

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Develop Numerical Representation <i>continued</i>		
3. Write some numerals	<ul style="list-style-type: none"> • Object Counting • Finger Counting • Count With 5-Frames • Number Tracing 	<ul style="list-style-type: none"> • Read and Write Number Activities
II. Geometry and Spatial Sense		
A. Investigate Positions and Locations		
1. Take objects apart and puts them together	<ul style="list-style-type: none"> • Geoboard • Tangrams <p>Engagement:</p> <ul style="list-style-type: none"> • Pattern Block Puzzles 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 4, Pg. 28 Classroom Block Play
2. Use actions and words to indicate position and location	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between 	<ul style="list-style-type: none"> • Unit 2, Pg. 169 Personal Space Circle • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
3. Use actions and words to indicate movement and orientation	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 2, Pg. 169 Personal Space Circle • Unit 2, Pg. 221 Over, Under, Through • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 122 Obstacle Course
B. Explore Shapes		
1. Investigate and talk about the characteristics of shapes	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • Space Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 368 Shape Mural • Unit 3, Pg. 377 Shape Hunt

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Explore Shapes <i>continued</i>		
2. Identify and name some shapes	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • Space Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 368 Shape Mural • Unit 3, Pg. 377 Shape Hunt
3. Create and duplicate three-dimensional and two-dimensional shapes	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 4, Pg. 28 Classroom Block Play
III. Patterns and Relationships (Algebra)		
A. Develop an Awareness of Patterns		
1. Recognize patterns and relationship	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
2. Duplicate and extend patterns	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
3. Create patterns	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
IV. Measurement		
A. Use Measurement		
1. Explore ways to measure.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Measurement Tools 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
2. Measure using objects.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Nonstandard Units of Length 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
3. Compare objects using measurable features.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Length • Heavy and Light • Tall and Short • Big and Little 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
A. Use Measurement <i>continued</i>		
4. Use language to describe measurement.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight • Measurement Tools 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
V. Data		
A. Explore Data		
1. Collect and organize information	<ul style="list-style-type: none"> • Book: Milton's Mittens • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 6, Pg. 54 Germs
2. Displays information (charts and graphs)	<ul style="list-style-type: none"> • Song: Graphing • Book: Milton's Mittens • Calendar/Graph Weather • Observe a Simple System 	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENCE		
I. Physical Science		
A. Explore, Investigate and Solve Problems of the Physical World		
1. Ask questions	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 84 What Do You See?
2. Make predictions based on experiences	<ul style="list-style-type: none"> • Song: Probability 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
3. Experiment	<ul style="list-style-type: none"> • Song: The Scientific Method • Observe a Simple System • Buoyancy Experiment • Plant Experiment <p>Engagement:</p> <ul style="list-style-type: none"> • Science Experiment 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
4. Reflect on results	<ul style="list-style-type: none"> • Song: The Scientific Method • Calendar/Graph Weather • Buoyancy Experiment • Pollution Experiment <p>Engagement:</p> <ul style="list-style-type: none"> • Science Experiment 	<ul style="list-style-type: none"> • Unit 2, Pg. 176 Smell Survey • Unit 6, Pg. 54 Germs

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
II. Life Science		
A. Explore, Investigate and Solve Problems of Living Things		
1. Ask questions	<ul style="list-style-type: none"> Science Investigation 	<ul style="list-style-type: none"> Introduction, Pg. 16 Science Center Unit 1, Pg. 24 What Do Scientists Do? Unit 3, Pg. 306 How Do Plants Drink? Unit 4, Pg. 121 Frog or Toad?
2. Make predictions based on experiences	<ul style="list-style-type: none"> Songs: The Scientific Method; Probability Book: That's What I Like, A Book About Seasons Summer Winter Spring Fall 	<ul style="list-style-type: none"> Introduction, Pg. 16 Science Center Unit 1, Pg. 24 What Do Scientists Do? Unit 1, Pg. 75 Five Senses: How Do We Know? Unit 3, Pg. 306 How Do Plants Drink? Unit 3, Pg. 365 Seed Investigation Unit 4, Pg. 121 Frog or Toad? Unit 5, Pg. 216 What Do Spiders Like? Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
3. Experiment	<ul style="list-style-type: none"> Plant Experiment <p>Engagement:</p> <ul style="list-style-type: none"> Water for Plants Light for Plants 	<ul style="list-style-type: none"> Introduction, Pg. 16 Science Center Unit 1, Pg. 24 What Do Scientists Do? Unit 1, Pg. 75 Five Senses: How Do We Know? Unit 3, Pg. 306 How Do Plants Drink? Unit 3, Pg. 365 Seed Investigation Unit 4, Pg. 121 Frog or Toad? Unit 5, Pg. 216 What Do Spiders Like? Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
4. Reflect on results	<ul style="list-style-type: none"> Song: The Scientific Method Calendar/Graph Weather Observe A Simple System Plant Experiment 	<ul style="list-style-type: none"> Unit 2, Pg. 176 Smell Survey Unit 6, Pg. 54 Germs

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
III. Earth Science		
A. Explore, Investigate and Solve Problems Involving Properties of the Earth and Sky		
1. Ask questions	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Precipitation • Books: Star Pictures; Where In the World Would You Go Today? • Science Investigation • Sun • Moon • Clouds • Constellations 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear?
2. Make predictions based on experiences	<ul style="list-style-type: none"> • Songs: Seasons; Probability • Book: That's What I Like, A Book About Seasons • Summer • Spring • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
3. Experiment	<ul style="list-style-type: none"> • Ecosystems Experiment • Weather Experiment • Light Experiment • Density Experiment 	<ul style="list-style-type: none"> • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
4. Reflect on results	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Precipitation • Books: Star Pictures; Moon Song • Sun • Moon • Clouds • Constellations 	<ul style="list-style-type: none"> • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PHYSICAL DEVELOPMENT		
I. Physical Development and Coordination		
A. Use Gross Motor Skills with Purpose and Coordination		
1. Control body movements	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
2. Use large muscle movements to manipulate objects		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 122 Obstacle Course
3. Move from one point to another	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course
B. Use Fine Motor Skills with Purpose and Coordination		
1. Use fingers and hands to accomplish fine motor tasks	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
2. Use tools in a functional manner	The daily use of a touch pad or mouse develops eye-hand coordination skills.	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
3. Exhibit coordination of facial muscles	Engagement: <ul style="list-style-type: none"> • Emotion Cards • Feelings Poster 	

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
C. Respond to Sensory Input to Function in the Environment		
1. Exhibit sensory awareness	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Taste • Smell • Touch • Hearing 	
2. Exhibit body awareness	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This; Health • Book: We All Exercise • Exercise and Rest 	
3. Exhibit spatial awareness	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 3, Pg. 304 Farmer Mash • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 6, Pg. 24 Fingerprints: Same or Different?
4. Exhibit temporal awareness	<p>The daily use of a touch pad or mouse develops dexterity and eye-hand coordination. While interacting with Waterford, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 3, Pg. 314 Cutting Shapes
II. Health		
A. Practice Healthy Behaviors		
1. Show independence in personal care routines	<ul style="list-style-type: none"> • Song: Health • Book: The Germs • Avoid Germs and Prevent Illness • Teeth <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Dental Chart 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
A. Practice Healthy Behaviors <i>continued</i>		
2. Participate in daily physical activity	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest <p>Engagement:</p> <ul style="list-style-type: none"> • Yoga Poster 	<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course
3. Exhibit body strength and endurance		<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course
III. Safety		
A. Practice Safe Behaviors		
1. Know and follow safety rules	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety <p>Engagement:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids • Telephone Master 	<ul style="list-style-type: none"> • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
2. Recognize personal danger	<p>Engagement:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids 	<ul style="list-style-type: none"> • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
3. Know how and when to seek help from others	<p>Engagement:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids • Telephone Master 	<ul style="list-style-type: none"> • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
EXPRESSIVE ARTS		
I. Music and Movement		
A. Show Interest in Music and Movement		
1. Use body to move to music and express self	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
2. Use music and movement to express concepts, ideas or feelings	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 1, Pg. 98 Dramatic Play: Music Shop • Unit 1, Pg. 103 Instrument Chairs • Unit 4, Pg. 57 Self-Control Musical Instruments • Unit 6, Pg. 85 Storytelling with Instruments • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
II. Visual Arts		
A. Show Interest in Visual Arts		
1. Explore and experiment with a range of media through sensory exploration	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Engagement: <ul style="list-style-type: none"> • Texture Sort 	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 1, Pg. 38 Illustration Investigation
2. Use a range of materials to create pictures or three-dimensional objects	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 1, Pg. 38 Illustration Investigation
3. Use creative art to express thoughts, feelings and experiences	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Visual Arts Activities • Unit 1, Pg. 38 Illustration Investigation

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
III. Drama		
A. Show Interest in Dramatic Arts		
1. Express self through physical action and sound	<ul style="list-style-type: none"> • Papa's Play • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Center Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 1, Pg. 6 Learning • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 134 Dramatic Play: Architect's Office • Unit 7, Pg. 141 Tool Workshop
2. Begin to use representation to communicate	<ul style="list-style-type: none"> • Perfect Present 	<ul style="list-style-type: none"> • Center Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 1, Pg. 6 Learning • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 134 Dramatic Play: Architect's Office • Unit 7, Pg. 141 Tool Workshop
3. Begin to pretend play	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Where's Papa? 	<ul style="list-style-type: none"> • Center Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 1, Pg. 6 Learning • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 134 Dramatic Play: Architect's Office • Unit 7, Pg. 141 Tool Workshop
4. Use creativity and imagination to assume roles in dramatic play	<ul style="list-style-type: none"> • Papa's Play 	<ul style="list-style-type: none"> • Center Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 1, Pg. 6 Learning • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 330 Dramatic Play: Fire Station • Unit 7, Pg. 134 Dramatic Play: Architect's Office • Unit 7, Pg. 141 Tool Workshop

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

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.

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1-10), Order (1-10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11-15, Numbers 16-20

SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

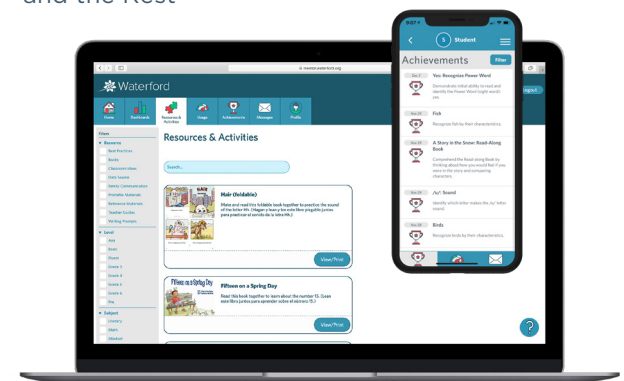
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

WATERFORD MENTOR

Waterford Mentor is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.



Waterford Mentor is available online and in the Mentor app (for iOS and Android).