

# CURRICULUM *Correlation*



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

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BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ENGLISH LANGUAGE ARTS &amp; LITERACY</b>		
<b>WRITING</b>		
<b>Understanding Text</b>		
W 1. Understand and say the written name (title) of a book on the front cover.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
W 2. Tell others about the intended meaning of writings and pictures.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Journal Activities</li> </ul>
W 3. Recognize the differences between pictures/illustrations and letters/words on a page.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Distinguish Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> </ul>
W 4. Talk about and predict what might happen in a book by looking at the cover and/or illustrations.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> </ul>
W 5. Increasing understanding that words that are said can be written down and read by others.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
W 6. Share a written story by telling what happened first, in the middle, and at the end.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• First, Next, Last</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>Exploring and Sharing Writing in Various Ways</b>		
W 7. Understand purposes for writing—to share information, ideas, and stories.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Morning Message Activities</li> <li>• Journal Activities</li> </ul>
W 8. Use scribbles, pictures, letter-like forms, and letters to represent own name, words, phrases, or convey story ideas.	<ul style="list-style-type: none"> <li>• Name Game</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Journal Activities</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Exploring and Sharing Writing in Various Ways <i>continued</i></b>		
W 9. Responds to questions about own writing (including scribbles, drawings, letter-like forms, letters, etc.)		<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Journal Activities</li> </ul>
W10. Experiment with a variety of writing tools (including technology and digital tools), materials and surfaces.	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> </ul>
W11. Use a variety of resources to facilitate writing, including getting help from peers and adults, recalling experiences, and answering/asking questions.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
<b>SPEAKING AND LISTENING</b>		
<b>Listening and Understanding</b>		
SL 1. Listen to and engage in conversations with others.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</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. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
SL 2. Initiate and respond appropriately in conversations with children and adults, e.g. take turns in conversation, waiting for others to speak before replying.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</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. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
SL 3. Listen to, respond, and ask questions about stories read aloud.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Listening and Understanding continued</i>		
SL 4. Listen to and retell text and oral stories, including stories from American Indian culture.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
SL 5. Follow simple one- or two-step 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"> <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>
SL 6. Listen and participate in reciting poems, chants, rhymes and finger plays.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.	<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 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
<i>Speaking and Communicating</i>		
SL 7. Use language to communicate effectively with adults, family and peers (describing, asking, responding, greeting, commenting, etc.).	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost Dinosaur</li> <li>• Find Me!</li> <li>• Perfect Present</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 9 Classroom Bear</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 12 Hi! Notes</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>
SL 8. Speak clearly enough in English to be understood by familiar adults and children.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Speaking and Communicating continued</i>		
SL 9. Attempt to use Native language speaking skills in conversation, during play or work, or while singing		<ul style="list-style-type: none"> <li>• Introduction, Pg. 19 Supporting Dual Language Learners</li> </ul>
SL10. Talk about and describe events that happen in everyday life.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Schedule Activities</li> </ul>
SL11. Understand and use an increasingly complex vocabulary and sentences of varying length	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. 196 Sweet, Sour, Bitter, Salty</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
SL12. Use language, drawings and props to pretend, create, and communicate.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Journal Activities</li> </ul>
<b>LANGUAGE</b>		
<i>Conventions of Standard English</i>		
L 1. Identifies and writes the letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letters Introduction</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Letter Checker</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 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
L 2. Identifies and writes many upper and lower case letters.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letters Introduction</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Letter Checker</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 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
L 3. Knows the difference between some upper and lower case letters (e.g., a/A; d/D; f/F).	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Checker</li> <li>• ABC Coloring</li> <li>• Name that Letter</li> <li>• Letter Match</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Conventions of Standard English <i>continued</i></b>		
L 4. Understands that “more than one” of an object means to add an /s/ when saying the word. (e.g., one book, two books).	<ul style="list-style-type: none"> <li>• Song: More Than One</li> <li>• Plural Nouns</li> </ul>	
L 5. Responds to “wh” (open-ended) questions – who, what, where, when, why, how.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 150 What Doesn’t Belong?</li> </ul>
L 6. Understands that groups of words form a sentence.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Segment Spoken Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
L 7. Understands simple punctuation and capitalization – first letter of sentence is upper case/capitalized; period at end of a sentence.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Name That Sentence Mark</li> <li>• Sentence Marks</li> </ul>	
L 8. Writes and spells words using invented spelling.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
L 9. Claps words in a sentence, and/or syllables in words, individually or with a group (circle time).	<ul style="list-style-type: none"> <li>• Segment Spoken Sentences</li> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /ě/ • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> </ul>
<b>Vocabulary Acquisition and Use</b>		
<b>L10. With guidance and support from adults:</b>		
a. Repeats new words and phrases shared during read alouds	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 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 83 Pat-a-cale: Dough Time</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
b. Talks about the meaning of new words	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 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 83 Pat-a-cale: Dough Time</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
c. Responds to questions asked about text.	<ul style="list-style-type: none"> <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>• Introduction, Pg. 13 Reading Center</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>L10. With guidance and support from adults <i>continued</i>:</b>		
d. Names objects and uses simple words to describe the relationship between objects.	<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>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</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>
L11. Matches label to object (e.g., understands that the label/word “chair” means the chair sitting on.	<ul style="list-style-type: none"> <li>• Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 Plan Your Space</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Dramatic Play Activities</li> </ul>
L12. Sorts common objects into categories (e.g. shapes, colored beads, food) and uses the accepted word to describe the category	<ul style="list-style-type: none"> <li>• Book: Buttons, Buttons; All Sorts of Laundry</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 120 Sorting Buttons</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
L13. Uses accepted words for objects, actions and attributes	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 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 83 Pat-a-cale: Dough Time</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why</li> </ul>
<b>READING</b>		
<b>Foundational Skills Pre-K</b>		
<b>Knowledge of Alphabet and Print</b>		
R-F 1. Recognizes that letters are symbols that make words.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> </ul>
R-F 2. Recognizes the first letter of own name; recognizes first 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: Woolly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
R-F 3. Matches some letter names to their printed form.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Checker</li> <li>• Name that Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introduction</li> <li>• Lowercase Letter Introduction</li> </ul>



BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Knowledge of Alphabet and Print continued</i>		
R-F 4. Identifies all of the letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Trace</li> <li>• Letter Pictures</li> <li>• ABC Coloring</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Name that Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
R-F 5. Recognizes many upper- and lower-case letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Trace</li> <li>• Letter Pictures</li> <li>• ABC Coloring</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Name that Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
R-F 6. Understands and interprets environmental print, signs and symbols.	<ul style="list-style-type: none"> <li>• Words In Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
R-F 7. Uses appropriate book handling behaviors and recognizes features of print (holds book correctly, turns pages right to left, points to print on page, etc.)	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
R-F 8. Tracks/follows words on a page from left to right, top to bottom, during read alouds and when reading alone.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the association between spoken and written words and the sequence of print.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Morning Message</li> </ul>
R-F 9. Understand that print is to be read, and that it carries meaning (e.g. that spoken words are represented in written language to mean something).	<ul style="list-style-type: none"> <li>• Words In Your World</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Morning Message Activities</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
R-F10. Recognize the difference between the words on a page and the illustrations on a page.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Knowledge of Alphabet and Print</b> <i>continued</i>		
R-F11. Demonstrate basic understanding of the organization and features of print (words, sentences, upper case letters, some punctuation).	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• ABC Songs</li> <li>• Print Concepts</li> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Story Time Activities</li> <li>• Morning Message</li> </ul>
<b>Phonological Awareness</b>		
R-P 1. Repeat, recite rhymes, simple songs, poems, chants, and fingerplays in English and/or Native language.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
R-P 2. Recognize that letters have sounds.	<ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
R-P 3. With support from adults, participate in sound and word games, orally manipulating sounds (onsets, rime, and phonemes) in English.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes Instruction</li> <li>• Phoneme Segmentation</li> <li>• Segment Onset/Rime</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> <li>• Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>• Unit 7, Pg. 214 Listening Activity: I Spy Blending Phonemes</li> </ul>
R-P 4. Recognize rhyming words with the same ending sound (rime) e.g. pam, jam, tam, nam, gram, fam, lam, etc.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Rhyme With Me</li> <li>• Rhyming Words</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 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
R-P 5. Isolate and delete/change onset phoneme (e.g. Jim/bim, late/fate, banana/fanana, hose/pose.)	<ul style="list-style-type: none"> <li>• Phoneme Substitution</li> <li>• Change One Sound</li> <li>• Phoneme Eliminator</li> </ul>	
R-P 6. Discriminates some sounds in words. (/h/ /a/ /t/ = hat)	<ul style="list-style-type: none"> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes Instruction</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 214 Listening Activity: I Spy Blending Phonemes</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Phonological Awareness continued</i>		
R-P 7. Claps words in a sentence, and/or syllables in words, individually or with a group (circle time). [L. 9]	<ul style="list-style-type: none"> <li>• Segment Spoken Sentences</li> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• Unit 5, Pg. 130 Name Syllable</li> <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. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 202 Circus Syllables</li> </ul>
<b>R-P 8. Beginning knowledge of how to:</b>		
a. Blend syllables to make words (/pen/ /cil/)	<ul style="list-style-type: none"> <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. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 202 Circus Syllables</li> </ul>
b. Blend phonemes to make words (/m/ + /a/ + /p/)	<ul style="list-style-type: none"> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes Instruction</li> <li>• Blending Riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>• Unit 7, Pg. 214 Listening Activity: I Spy Blending Phonemes</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul>
c. Break a word into syllables, such as basket = /bas/ + /ket/	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 202 Circus Syllables</li> </ul>
d. Delete sounds, such as deleting the /k/ sound in clip leaves lip.	<ul style="list-style-type: none"> <li>• Phoneme Eliminator</li> </ul>	

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Literature and Informational Text</b>		
R-LI 1. Shows appreciation for books and reading (e.g. chooses books to read, brings books to teacher to read, sits quietly and listens to story, handles books appropriately).	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> <li>• Story Time Activities</li> </ul>
R-LI 2. Exhibits book-handling skills. [R 6.]	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
R-LI 3. Interacts with and responds to story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> </ul>
R-LI 4. Comprehends a sense of story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
R-LI 5. With prompting and support from adults, asks and responds to questions or prompts during the dialogic reading process, and other read aloud times.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> </ul>
R-LI 6. With prompting and support from adults, retells stories, activities (e.g., Wonder-Work-Share), and other events of the day.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Literature and Informational Text continued</i>		
R-LI 7. Demonstrates knowledge of main characters or events in a familiar story/text (recall, response to questions, creative representation)	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
R-LI 8. Asks and answers questions about meaning of words in a story or text.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
R-LI 9. Appreciates, chooses, and/or listens to different genres of books/texts (storybooks, picture-only, non-fiction texts, rhyming books, concept books, etc.)	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> <li>• Story Time Activities</li> </ul>
R-LI 10. With prompting and support, identifies the front and back cover, spine, title page, author and illustrator of a book.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
<i>Range of Reading</i>		
R-R 1. Participates in group reading activities, e.g. Circle Time, at the library, impromptu book sharing with peers.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS</b>		
<b>Counting</b>		
<b>Know and identify number names and the count sequence</b>		
M-C 1. Shows beginning understanding of numbers and uses number words in daily routines, activities and play.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Explain Numbers</li> <li>• Number __ Counting (e.g., Number 2 Counting)</li> <li>• Finger Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> </ul>
M-C 3. Counts objects of up to 10 items (1- 10), in English and home language.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Number __ Counting (e.g., Number 2 Counting)</li> <li>• Number _ Practice (e.g., Number 2 Practice)</li> <li>• Object Counting</li> <li>• Finger Counting</li> <li>• Math Books (See titles at end of document.)</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. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
M-C 4. Identifies and points out numbers 1- 10 in the environment.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Number _ Practice (e.g., Number 2 Practice)</li> <li>• Picture Puzzle</li> <li>• Moving Target</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> </ul>
M-C 5. Says number names 1-10 in English and home language.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Number __ Counting (e.g., Number 2 Counting)</li> <li>• Number _ Practice (e.g., Number 2 Practice)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> </ul>
M-C 6. Writes numbers from 1-10.	<ul style="list-style-type: none"> <li>• Number Tracing</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Can count to tell the number of objects.</b>		
M-C 7. Counts objects of up to 10 items in sequence and demonstrates knowledge of “how many.”	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Number __ Counting (e.g., Number 2 Counting)</li> <li>• Object Counting</li> <li>• Finger Counting</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> <li>• Math Books</li> <li>(See titles at end of document.)</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. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
M-C 8. Counts objects, or groups of objects, using one-to-one correspondence.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> <li>• Bug Bits</li> <li>• Counting with Scale</li> <li>• Object Counting</li> <li>• Number __ Counting (e.g., Number 2 Counting)</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 3, Pg. 271 What Comes Next?</li> <li>• Unit 5, Pg. 160 Counting On</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 6, Pg. 19 Quantities to 9</li> </ul>
M-C 9. Matches numbers from 1-10 with the quantities they represent.	<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>• Read and Write Number Activities</li> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> </ul>
<b>Compare numbers and groups of items</b>		
M-C 10. Identifies whether the number of objects in a group is “less than”, “equal to” or “more than” another group, by counting and matching.	<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 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> </ul>
<b>Operations and Algebraic Thinking</b>		
<b>Understand changes in sets of objects, i.e. adding to or taking away</b>		
M-OA 1. Shows increasing interest and ability to match, sort and group items according to one or two attributes.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 340 Sort It Out</li> </ul>
M-OA 2. Describes changes (number) in sets of objects when combined.	<ul style="list-style-type: none"> <li>• Act Out Addition</li> <li>• Add Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
M-OA 3. Describes changes (number) in objects when separated into parts.	<ul style="list-style-type: none"> <li>• Book: Five Delicious Muffins</li> <li>• Act Out Subtraction</li> <li>• Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 229 Build One Less</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Understand changes in sets of objects, i.e. adding to or taking away <i>continued</i></b>		
M-OA 4. Understands that adding to (or taking away) one or more objects from a group will change the group.	<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>• Add Groups</li> <li>• Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
M-OA 5. Understands that putting two groups of objects together will make a bigger group.	<ul style="list-style-type: none"> <li>• Act Out Addition</li> <li>• Add Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> </ul>
M-OA 6. Understands that splitting a group apart will make more than one group.	<ul style="list-style-type: none"> <li>• Book: Five Delicious Muffins</li> <li>• Act Out Subtraction</li> <li>• Subtract Groups</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. 231 Decomposing 8</li> <li>• Unit 7, Pg. 229 Build One Less</li> </ul>
<b>Understand sorting and classifying objects.</b>		
M-OA 7. Sorts and groups (classifies) objects in everyday environment.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 340 Sort It Out</li> </ul>
M-OA 8. Shows increasing ability to match, sort, and group items according to one or two attributes.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 340 Sort It Out</li> </ul>
M-OA 9. Classifies, compares and contrasts objects, events and experiences.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 340 Sort It Out</li> </ul>
<b>Understand patterns, sequence and relationships.</b>		
M-OA 10. Shows increasing interest and ability to arrange items into a series or pattern, describing the relationship (big/bigger/biggest; red/blue/red/blue)	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Order Size</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>



BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Understand patterns, sequence and relationships <i>continued</i>.</b>		
M-OA 11. Recognizes simple patterns and creates/duplicates them.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Patterns</li> <li>• Pattern AB</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>
M-OA 12. Recognizes and names repeating patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Patterns</li> <li>• Pattern AB</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>
M-OA 13. Extends simple patterns using a variety of materials.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Patterns</li> <li>• Pattern AB</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>
M-OA 14. Understands the concepts of time in daily routines, (i.e. what happens next, yesterday/tomorrow)	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: I Can't Wait</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <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>
M-OA 15. Looks forward to, remembers, and talks about a sequence of events.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: The Watermelon Seed; I Can't Wait</li> <li>• Today</li> <li>• Yesterday/Tomorrow</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>
<b>Measurement</b>		
<b>Describe and use measures, and compare measurable attributes.</b>		
M-M 1. Uses nonstandard measures (e.g. hands, boxes, rope) to measure objects.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>
M-M 2. Uses standard measures for simple measuring tasks (ruler, measuring cup, tape measure, scales).	<ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> </ul>	

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Describe and use measures, and compare measurable attributes continued.</i>		
<p>M-M 3. Participates in measuring activities.</p>	<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. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>
<p>M-M 4. Understands and uses descriptive words for size, amount and comparisons (more, less, same as, fewer or greater than, etc.)</p>	<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. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>
<p>M-M 5. Compares objects and shows understanding of terms such as bigger, longer, faster, taller.</p>	<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. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Classify objects and count the number of objects in each category.</b>		
M-M 6. Sorts and classifies objects into groups.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 340 Sort It Out</li> </ul>
M-M 7. Counts the number of items in a group.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number __ Counting (e.g., Number 2 Counting)</li> <li>• Object Counting</li> <li>• Finger Counting</li> <li>• Make and Count Groups</li> <li>• Bug Bits</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. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>Geometry</b>		
<b>Shapes, Spatial Relationships and Position</b>		
M-G 1. Names basic shapes (e.g. circle, square, triangle) and identifies them in the environment, in English and/or home language.	<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> </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> </ul>
M-G 2. Represents shapes found in the environment.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 366 Shapes Mural</li> </ul>
M-G 3. Compares and describes attributes of shapes using own words.	<ul style="list-style-type: none"> <li>• Songs: Corners and Sides; Shapes, Shapes, Shapes; Kites; All Sorts of Laundry</li> <li>• Books: Imagination Shapes; The Shape of Things; Buttons, Buttons</li> <li>• Sort</li> <li>• Similar Figures</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</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. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Shapes, Spatial Relationships and Position <i>continued</i></b>		
M-G 4. Describes the position or location of objects in relation to self or other objects.	<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>• 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>
M-G 5. Understands positional terms (e.g. between, inside, under, behind, over, under, in front, behind, etc.)	<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>• 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>
M-G 6. Puts together and takes apart shapes.	<ul style="list-style-type: none"> <li>• Book: Imagination Shapes</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 366 Shapes Mural</li> </ul>
<b>SCIENCE</b>		
<b>Observation and Inquiry</b>		
<b>Standard 1. Asks questions and makes predictions based on observations of events in the environment.</b>		
1.1 Demonstrates curiosity about objects, living things, and other natural events in the environment.	<ul style="list-style-type: none"> <li>• Books: Creepy Crawlers; That's What I Like: A Book About Seasons; 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 1, Pg. 24 What Do Scientists Do?</li> <li>• Science Activities</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Standard 1. Asks questions and makes predictions based on observations of events in the environment <i>continued.</i>		
1.2 Uses one or more senses to observe and explore objects, living things, and natural events in the environment.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 86 Excellent Eyes</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> <li>• Unit 6, Pg. 18 Listening To My Body</li> </ul>
1.3 Examines attributes of objects, living things, and natural events in the environment	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Books: Creepy Crawlers; That’s What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Living or Nonliving</li> <li>• Water</li> <li>• States of Water</li> <li>• Solid and Liquid</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> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
1.4 Describes changes in objects, living things, and the natural events in the environment.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: Pancakes Matter; That’s What I Like: A Book About Seasons; Winter Snoozers</li> <li>• Song: Living and Nonliving</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 2, Pg. 231 Do You Know Which Ones Will Grow? Chart</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
1.5 Observes and describes the relationships between objects, living things and natural events.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Books: Where in the World Would You Go Today?; Everybody Needs to Eat; Whatever the Weather</li> <li>• Animals Need Water</li> <li>• Plants and Animals</li> <li>• Animals Need Air</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 1. Asks questions and makes predictions based on observations of events in the environment <i>continued</i>.</b>		
1.6 Responds to questions about relationships of objects, living things, and events in the natural environment.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Books: Where in the World Would You Go Today?; Everybody Needs to Eat; Whatever the Weather</li> <li>• Animals Need Water</li> <li>• Plants and Animals</li> <li>• Animals Need Air</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
1.7 Asks questions about relationships of objects, living things, and natural events in the environment.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
1.8 Predicts the outcome of investigation based on observation.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<b>Investigation</b>		
<b>Standard 2. Tests predictions through exploration and experimentation.</b>		
2.1 Uses a variety of appropriate tools and materials to complete a planned task or investigation.	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Measurement Tools</li> <li>• Length</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</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. 199 Volume</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
2.2 Test predictions through active experimentations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
2.3 Changes experiment plan if results are different than expected and continues testing.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: 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. 110 Plan, Do, Review</li> </ul>
2.4 Persists with an investigation despite distractions and interruptions.	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Makes and Expresses Conclusions</b>		
<b>Standard 3. Forms conclusions about his/her observations and experimentations.</b>		
3.1 Compares and contrasts the attributes of objects and living things.	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</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. 231 Do You Know Which Ones Will Grow? Chart</li> </ul>
3.2 Uses a variety of materials to record and organize data.	<ul style="list-style-type: none"> <li>• Songs: Graphing</li> <li>• Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
3.3 Identifies cause and effect relationships.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Books: Mr. Mario’s Neighborhood; Pancakes Matter</li> <li>• Push and Pull</li> <li>• Heat Changes Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
3.4 Forms logical conclusions about investigations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</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 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<b>Interprets and Shares Learning</b>		
<b>Standard 4. Describes, discusses or presents predictions, explanations and generalizations.</b>		
4.1 Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> <li>• Water</li> <li>• States of Water</li> <li>• Solid and Liquid</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> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 4. Describes, discusses or presents predictions, explanations and generalizations <i>continued</i>.</b>		
4.2 Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> <li>• Water</li> <li>• States of Water</li> <li>• Solid and Liquid</li> <li>• Materials</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> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
4.3 Displays and interprets data	<ul style="list-style-type: none"> <li>• Songs: Graphing</li> <li>• Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
4.4 Presents scientific ideas in a variety of ways.	<ul style="list-style-type: none"> <li>• Songs: Graphing</li> <li>• Graphs</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<b>SOCIAL STUDIES</b>		
<b>Characteristics of Self and Others</b>		
<b>Standard 1. Child identifies unique characteristics of themselves and others.</b>		
1.1 Describes the characteristics of self.	<ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
1.2 Compares characteristics of self with others.	<ul style="list-style-type: none"> <li>• Book: Mine</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> </ul>
1.3 Expresses individuality.	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Goey Mud; Bad News Shoes; Mine; José Three</li> <li>• My Name Is Squirrel</li> <li>• Squirrel’s Sketches</li> <li>• Soup’s On!</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
1.4 Recognizes that places where people live are made up of individuals from different cultures and who may speak different languages.	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. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 270 Grandma’s House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>



BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Family Relationships</b>		
Standard 2. Child recognizes self as a member of a family.		
2.1 Views self as a member of the family unit.	<ul style="list-style-type: none"> <li>Books: Mine; José Three</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 270 Grandma’s House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
2.2 Views self as a member of a clan.		<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> </ul>
2.3 Identifies family members (mother, father, sister, brother, grandparents, cousins)	<ul style="list-style-type: none"> <li>Books: Mine; José Three</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 270 Grandma’s House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
2.4 Uses language to identify family members’ roles and responsibilities.	<ul style="list-style-type: none"> <li>Books: José Three</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 270 Grandma’s House</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> </ul>
2.5 Describes own family’s cultural or family traditions.	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. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 270 Grandma’s House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
2.6 Demonstrates understanding of how children’s families have similarities and differences.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Books: Mine; José Three</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 270 Grandma’s House</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>Classroom Community</b>		
Standard 3. The child is a contributing active member of the classroom community.		
3.1 Understands and follows classroom routines.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Listening Rug Rules</li> <li>Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <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> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
3.2 Performs assigned jobs and responsibilities.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Garbage Elves</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>Unit 2, Pg. 240 I’m Responsible</li> <li>Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> </ul>
3.3 Works with other children in pairs, triads, and small groups in a variety of activities and settings.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
3.4 Works independently when appropriate in the classroom setting.	<ul style="list-style-type: none"> <li>Squirrel’s Sketches</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Unit 1, Pg. 110 Plan, Do, Review</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Neighborhood and Community</b>		
Standard 4. The child demonstrates knowledge of neighborhood and community.		
4.1 Demonstrates understanding of how people in the community and tribe help each other.	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>Unit 2, Pg. 202 Kind Kids</li> <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> </ul>
4.2 Develops an awareness of a variety of cultures.	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> </ul>
4.3 Develops a growing awareness of her own culture.		<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
4.4 Demonstrates interest in current events in the community.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City with Your Children</li> </ul>	
4.5 Names the city/state and reservation in which he/she lives.	<b>Engagement:</b> <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>
4.6 Describes some physical features (e.g., bodies of water, mountains, weather) of the environment in which he/she lives.	<b>Engagement:</b> <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 4, Pg. 28 Classroom Block Play</li> </ul>
4.7 Identifies community members who are helpers in the community and on the reservation (e.g. police, postmaster, tribal leaders, teachers, health professionals, etc.).	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> <li>Trusted Adults</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
<b>SOCIAL-EMOTIONAL</b>		
<b>Self Awareness</b>		
Standard 1. Recognizes and expresses personal identity and feelings.		
1.1. Demonstrates knowledge of personal identity.	<ul style="list-style-type: none"> <li>Book: Mine</li> <li>My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
1.2 Demonstrates self-confidence.	<ul style="list-style-type: none"> <li>Book: Mine</li> <li>My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 1. Recognizes and expresses personal identity and feelings <i>continued</i>.</b>		
1.3 Demonstrates awareness of abilities.	<ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• My Name Is Squirrel</li> <li>• Squirrel Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>
1.4 Shows an awareness of similarities and differences between self and others.	<ul style="list-style-type: none"> <li>• Book: Mine</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> </ul>
1.5 Makes personal preferences known to others.	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Gooley Mud; Bad News Shoes; Mine; José Three</li> <li>• Squirrel’s Sketches</li> <li>• Soup’s On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>
1.6 Expresses and describes feelings.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• It’s Not Fair</li> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</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> </ul>
1.7 Learns to express strong feelings in appropriate ways.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• It’s Not Fair</li> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li><b>Engagement:</b></li> <li>• Lots of Feelings</li> <li>• Guess How I’m Feeling</li> <li>• Emotion Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</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> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 1. Recognizes and expresses personal identity and feelings <i>continued</i>.</b>		
1.8 Associates emotions with words, facial expressions and behaviors.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It’s Not Fair</li> <li>• Do I Have To?</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I’m Feeling</li> <li>• Emotion Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</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> </ul>
<b>Relationships of Mutual Trust and Respect</b>		
<b>Standard 2. Develops positive social relationships with adults and children.</b>		
2.1 Looks at and responds when adults or other children initiate interactions.	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 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
2.2 Responds to affection	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>• Unit 2, Pg. 202 Kind Kids</li> <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> </ul>
2.3 Initiates and sustains positive interactions with adults and friends.	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>• Unit 2, Pg. 202 Kind Kids</li> <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> </ul>
2.4 Shows care, concern, sympathy, and empathy for others.	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>• Unit 2, Pg. 202 Kind Kids</li> <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> </ul>
2.5 Demonstrates positive ways to resolve conflict.	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 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Responsibility for Self</b>		
Standard 3. Increasingly regulates impulses, manages behavior and follows rules and routines.		
3.1 Regulates behaviors and responses.	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>• Introduction, Pg. 16 Private Place</li> <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>
3.2 Manages transitions, daily routines and unexpected events.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>
3.3 Understands and follows consistent rules.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Introduction, Pg. 13 Reading Center</li> <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> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
3.4 Accepts the consequences of actions positive or negative.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Broken Lamp</li> <li>• Baby’s Ball</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
3.5 Adjusts behavior for alternative activities and in different settings of the learning environment.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Introduction, Pg. 13 Reading Center</li> <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> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 3. Increasingly regulates impulses, manages behavior and follows rules and routines <i>continued.</i></b>		
3.6 Takes responsibility for personal needs.	<b>Engagement:</b> • Hand Washing Rebus	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 240 I'm Responsible</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
3.7 Responds positively to requests by familiar adults.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
3.8 Asks permission before using items that belong to others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, 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"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 I Took Turns When...</li> </ul>
3.9 Defends own rights and the rights of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, 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"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 88 I Took Turns When...</li> </ul>
3.8 Uses courteous words and actions.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <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> </ul>
3.9 Participates in cleaning up.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 214 Garbage Elves</li> </ul>
3.10 Shows respect for learning materials and toys.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, 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"> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Approaches to Learning</b>		
Standard 4. Shows growth in approaches to learning.		
4.1 Curiosity—Interested in learning and new experiences.		<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. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>
4.2 Initiative—Shows independence in interaction and choices.	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
4.3 Persistence—Continues with challenging tasks.	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 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
4.4 Creativity—Shows the ability to think and express ideas uniquely.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Dramatic Play Center</li> <li>• Dramatic Play Activities</li> <li>• Music Activities</li> <li>• Visual Arts Activities</li> <li>• Journal Activities</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
4.5 Problem-solving—Seeks answers to problems.	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 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
4.6 Confidence—Shows self-assurance in a variety of circumstances	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• Squirrel Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 141 I Am, I Can</li> </ul>
<b>PHYSICAL DEVELOPMENT</b>		
<b>Gross Motor</b>		
Standard 1. Uses gross motor skills with purpose and coordination.		
1.1 Moves with balance and control.	<p><b>Engagement:</b></p> <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 Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Standard 1. Uses gross motor skills with purpose and coordination <i>continued</i>.</b>		
1.2 Actively participates in games and outdoor play.	<b>Engagement:</b> • Yoga Booklet	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 5, Pg. 199 Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
1.3 Coordinates movements to perform simple tasks.	<b>Engagement:</b> • Yoga Booklet	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 2, Pg. 169 Personal Space Circle</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>
<b>Fine Motor</b>		
<b>Standard 2. Uses fine motor skills with purpose and control.</b>		
2.1 Uses fingers and hands to manipulate toys, tools, materials, and devices.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 56 Pencil Grip</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> </ul>
2.2 Grows in eye-hand coordination to perform tasks.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 56 Pencil Grip</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> </ul>
2.3 Uses strength and control to perform simple tasks.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 56 Pencil Grip</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> </ul>
2.4 Exhibits coordination of facial muscles.	<b>Engagement:</b> • Guess How I'm Feeling	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> </ul>



BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Sensory</b>		
Standard 3. Processes and responds to sensory input in environment and daily routine.		
3.1 Exhibits sensory awareness.	<ul style="list-style-type: none"> <li>Song: Five Senses</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, Pg. 86 Excellent Eyes</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 2, Pg. 195 Taste and Smell Snack Activity</li> <li>Unit 6, Pg. 18 Listening To My Body</li> </ul>
3.2 Exhibits body awareness.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 169 Personal Space Circle</li> </ul>
3.3 Exhibits spatial awareness.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Personal Space Circle</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 169 Personal Space Circle</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
<b>Personal Health and Nutrition</b>		
Standard 4. Practices healthy behaviors.		
4.1 Understands personal health practices and routines.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</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 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
4.2 Grows in ability to perform self-care tasks independently.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
4.3 Shows growing independence in making good food choices.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</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>
<b>Safety and Injury Protection</b>		
Standard 5. Practices safe behaviors.		
5.1 Shows knowledge of safety rules and routines.	<ul style="list-style-type: none"> <li>Song: Sun Blues</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> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
5.2 Listens to and follows adult direction during emergencies.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Standard 5. Practices safe behaviors continued.</i>		
5.3 Knows how and when to seek help.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> </ul>
5.4 Navigates home, school, and community environments safely.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
<b>CREATIVE ARTS</b>		
<b>Art</b>		
<b>Creating Art</b>		
<i>Standard 1. Uses a variety of materials, media, tools, techniques and processes to explore and create.</i>		
1.1 Uses a variety of materials, media, tools and processes to create works of art.	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>
<b>Art in Context</b>		
<i>Standard 2. Uses art to make sense of the environment and community.</i>		
2.1 Participates in creative art activities that are a part of the child’s home community or culture.		<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center; Pg. 20 An Inclusive Classroom</li> <li>Visual Arts Activities</li> </ul>
2.2 Relates models, pictures and drawings to real places and things	<ul style="list-style-type: none"> <li>Squirrel Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Visual Arts Activities</li> </ul>
<i>Standard 3. Reflects upon, describes and analyzes his work and the work of others.</i>		
3.1. Expresses creative and personal choices when engaging in, responding to, and sharing art activities.	<ul style="list-style-type: none"> <li>Squirrel Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 146 Artist’s Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
3.2 Changes the shape and arrangement of objects (wrapping, twisting, stretching, stacking) to make something new.	<ul style="list-style-type: none"> <li>Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center; Pg. 9 Block Center</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Music</b>		
<b>Creating Music</b>		
<i>Standard 4. Uses a wide variety of instruments, techniques and music to explore and create.</i>		
4.1 Explores and experiments with a variety of musical instruments, vocalizations, or sounds.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
4.2 Explores and experiments with instruments of his American Indian culture.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> </ul>
<b>Music in Context</b>		
<i>Standard 5. Uses music to make sense of the environment and community.</i>		
5.1 Listens, participates in, and responds to different types of music (pop, classical, jazz, Native American chants, bluegrass, lullabies, marches, country).	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
5.2 Creates music that expresses the experiences of own culture and culture of others.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Music as Inquiry</b>		
<i>Standard 6. Responds to music through various means.</i>		
6.1 Talks about, responds to, and describes music created by self and others	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
<b>Movement</b>		
<b>Creative Movement</b>		
<i>Standard 7. Moves in a variety of ways to explore and create.</i>		
7.1. Uses creative movement to express ideas, experiences, or feelings.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
7.2 Participates in group movement and dance experiences.		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
7.3 Shows growth in moving in time to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 365 Animal Beat</li> <li>• Unit 4, Pg. 27 Mammal Rhythm</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>
<b>Creative Movement in Context</b>		
<i>Standard 8. Uses creative movement to make sense of the environment and community.</i>		
8.1 Joins in dance and movement activities that are part of the home community and culture.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> </ul>

BIE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Creative Movement as Inquiry</b>		
<i>Standard 9. Responds to creative movement through various means.</i>		
9.1 Responds to and describes dance and creative movement of self and others.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and Movement Activities</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>
<b>Dramatic Play</b>		
<b>Creating Dramatic Play</b>		
<i>Standard 10. Uses dramatic play and props to explore and create.</i>		
10.1 Participates in a variety of dramatic play activities that become more extended and complex.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
10.2 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
<b>Dramatic Play in Context</b>		
<i>Standard 11. Uses dramatic play to make sense of environment and community.</i>		
11.1 Participates in dramatic play situations that reflect the routines, rituals, and celebrations of the school, community and culture.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>Dramatic Play as Inquiry</b>		
<i>Standard 12. Responds to dramatic play experiences.</i>		
12.1 Adds details and new elements to dramatic play. situations over time.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
12.2 Makes observations during role-playing characters (human or animal) in a variety of imaginary settings.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</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

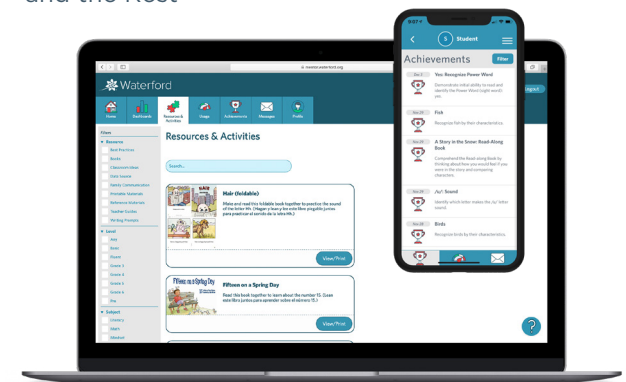
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### 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).