

CURRICULUM *Correlation*



**Correlation content includes a sampling of both Waterford Digital and Teacher Resources.
(including SmartStart Teacher Guides)*

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HIGHSCOPE'S CHILD OBSERVATION RECORD—COR ADVANTAGE ALIGNED WITH HIGHSCOPE'S KEY DEVELOPMENTAL INDICATORS

COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APPROACHES TO LEARNING		
A. Initiative and planning		
1. Initiative: Children demonstrate initiative as they explore their world.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation Magnets <p>Engagement:</p> <ul style="list-style-type: none"> Role Play (English/Spanish) What Would You Do? (English/Spanish) Find the Ball (English/Spanish) 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 7, Pg. 212 It's Different, But It's Good!
2. Planning: Children make plans and follow through on their intentions.	<ul style="list-style-type: none"> Song: Scientific Method Book: Milton's Mittens Perfect Present Family Photo Fun: The Picnic 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 1, Pg. 110 Plan, Do, Review
3. Sense of competence: Children feel they are competent.	<ul style="list-style-type: none"> Book: Grandpa's Great Athlete; Movin' to the Music Time Squirrel's Sketches Baby's Ballet 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend Unit 3, Pg. 288 Journals: My Family Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 246 I Know
B. Problem-solving with materials		
3. Engagement: Children focus on activities that interest them.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
4. Problem solving: Children solve problems encountered in play.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem Unit 6, Pg. 120 Journal Prompt: A Problem I Solved

COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
B. Problem-solving with materials <i>continued</i>		
5. Use of Engagement: Children gather information and formulate ideas about their world.	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge • Ask a Question 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do you Know Which Ones Will Grow? • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 69 Dramatic Play: Aquarium • Unit 5, Pg. 142 What Makes a Reptile?
C. Reflection		
6. Reflection: Children reflect on their experiences.		<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 20 Reflection and Dismissal • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten • Journal Activities
II. SOCIAL AND EMOTIONAL DEVELOPMENT		
D. Emotions		
9. Emotions: Children recognize, label, and regulate their feelings.	<ul style="list-style-type: none"> • Lost Dinosaur • Papa's Thumb • Squirrel's Blocks <p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings (English/Spanish) 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 7, Pg. 139 Painting My Feelings
E. Building relationships with adults		
12. Building relationships: Children build relationships with other children and adults.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • My Family • Find Me! • Where's Papa? • Lost and Found • Soup's On! 	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 373 Trusted Adults • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners

HIGHSCOPE'S CHILD OBSERVATION RECORD—COR ADVANTAGE ALIGNED WITH HIGHSCOPE'S KEY DEVELOPMENTAL INDICATORS

COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
F. Building relationships with other children		
12. Building relationships: Children build relationships with other children and adults.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • My Family • Find Me! • Where's Papa? • Lost and Found • Soup's On! 	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 373 Trusted Adults • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 75 Grown-up Manners
13. Cooperative play: Children engage in cooperative play.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 1, Pg. 88 Let's Play • Unit 4, Pg. 84 Working Together • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
G. Community		
11. Community: Children participate in the community of the classroom.	<ul style="list-style-type: none"> • Do I Have To? • Soup's On! 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 240 I'm Responsible • Unit 4, Pg. 84 Working Together
14. Moral development: Children develop an internal sense of right and wrong.	<p>Engagement:</p> <ul style="list-style-type: none"> • Consequences Cards (English/Spanish) 	<ul style="list-style-type: none"> • Unit 7, Pg. 184 Consequences Game
55. Decision making: Children participate in making classroom decisions.		<ul style="list-style-type: none"> • Unit 6, Pg. 48 Flag on the Moon
58. Ecology: Children understand the importance of taking care of their environment.	<ul style="list-style-type: none"> • Songs: Pollution Rap, Conservation • Pollution and Recycling • Care of Water • Care of Earth 	<ul style="list-style-type: none"> • Unit 3, Pg. 347 Where Does Our Water Come From?

COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
H. Conflict resolution		
10. Empathy: Children demonstrate empathy toward others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found • Musical Mayhem • Party Time • Where's Papa? 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
15. Conflict resolution: Children resolve social conflicts.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We're All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
III. PHYSICAL DEVELOPMENT AND HEALTH		
I. Gross-motor skills		
16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	<p>Engagement:</p> <ul style="list-style-type: none"> • Yoga Booklet (English/Spanish) 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 199 Dramatic Play: Circus School • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 110 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 118 Come Rest Awhile • Unit 6, pg. 122 Obstacle Course • Unit 7, Pg. 238 Surfing the Waves
18. Body awareness: Children know about their bodies and how to navigate them in space.	<p>Engagement:</p> <ul style="list-style-type: none"> • Personal Space Circle (English/Spanish) 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 1, Pg. 143 Builders and Bulldozers • Unit 2, Pg. 169 Personal Space Circle • Unit 5, Pg. 233 Slide Like a Snail • Unit 7, Pg. 187 Pathways in Space

COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
J. Fine-motor skills		
17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes • Unit 4, Pg. 18 Skeleton Hands • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 5, Pg. 219 Spider Webs
K. Personal care and healthy behavior		
19. Personal care: Children carry out personal care routines on their own.	<ul style="list-style-type: none"> • Song: Health • Germs • Avoid Germs and Prevent Illness • Health Experiment • Teeth <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus (English/Spanish) • Learning Together: Health (English/Spanish) 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 174 Taking Care of My Teeth
20. Healthy behavior: Children engage in healthy practices.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 6, pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 7, Pg. 205 Healthy Eating
IV. LANGUAGE, LITERACY, AND COMMUNICATION		
L. Speaking		
22. Speaking: Children express themselves using language.	Waterford activities introduce letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 136 Find Someone Who Has... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
23. Vocabulary: Children understand and use a variety of words and phrases.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities • Journal Activities • Center Activities

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COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
M. Listening and comprehension		
21. Comprehension: Children understand language.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 116 What Is It and Who Has It? • Unit 1, Pg. 136 Find Someone Who Has...
23. Vocabulary: Children understand and use a variety of words and phrases.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 112 Elephant Invitations • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game • Story Time Activities • Journal Activities • Center Activities
N. Phonological awareness		
24. Phonological awareness: Children identify distinct sounds in spoken language.	<ul style="list-style-type: none"> • Segment Spoken Sentences • Syllable • Syllable Safari • Initial Sound • Final Sound • Blend Every Sound (Phonemes) • Blend Phonemes Instruction • Where Is the Sound? 	<ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences
O. Alphabet knowledge		
25. Alphabetic knowledge: Children identify letter names and their sounds.	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Find the Letter • Fast Letter Fun • Letter Checker • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook
P. Reading		
26. Reading: Children read for pleasure and information	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center

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COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
P. Reading <i>continued</i>		
27. Concepts about print: Children demonstrate knowledge about environmental print.	<ul style="list-style-type: none"> Words In Your World 	<ul style="list-style-type: none"> Unit 1, Pg. 23 Morning Message Unit 1, Pg. 82 Letters Make Words Story Time Activities
Q. Book enjoyment and knowledge		
28. Book knowledge: Children demonstrate knowledge about books.	<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Unit 1, Pg. 37 Print Knowledge: Books Story Time Activities
R. Writing		
29. Writing: Children write for many different purposes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Introduction, Pg. 17 Writing Center Journal Activities
V. MATHEMATICS		
S. Number and counting		
31. Number words and symbols: Children recognize and use number words and symbols.	<ul style="list-style-type: none"> Finger Counting Object Counting Count with 5-Frames Number Tracing 	<ul style="list-style-type: none"> Read and Write Number Activities
32. Counting: Children count things.	<ul style="list-style-type: none"> Counting Songs Finger Counting Object Counting Count with 5-Frames Number _ Counting (e.g., Number 2 Counting) Match Numbers Bug Bits Make and Count Groups 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 5, Pg. 171 Quantities to 7
33. Part-whole relationships: Children combine and separate quantities of objects.	<ul style="list-style-type: none"> Bug Bits Make and Count Groups 	<ul style="list-style-type: none"> Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6 Unit 5, Pg. 147 Decomposing 7 Unit 5, Pg. 231 Decomposing 8 Unit 6, Pg. 41 Decomposing 9 Unit 6, Pg. 91 Decomposing 10 Unit 6, Pg. 121 Problem Solving: Fair Division

COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
T. Geometry: Shapes and spatial awareness		
34. Shapes: Children identify, name, and describe shapes.	<ul style="list-style-type: none"> • Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • Space Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt
35. Spatial awareness: Children recognize spatial relationships among people and objects.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat; Monster Trucks • Book: Up in the Air • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
U. Measurement		
36. Measuring: Children measure to describe, compare, and order things.	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size • Match 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 200 Which Cup Holds More? • Unit 7, Pg. 209 Exploring Volume
37. Unit: Children understand and use the concept of unit	<ul style="list-style-type: none"> • Length 	<ul style="list-style-type: none"> • Unit 7, Pg. 136 Exploring Length
V. Patterns		
38. Patterns: Children identify, describe, copy, comp	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg., 59 ABC Patterns

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COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
W. Data analysis		
39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey
VI. CREATIVE ARTS		
X. Art		
40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three dimensional art.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 8 Art Center • Unit 1, Pg. 19 Birthday Cupcakes • Unit 1, Pg. 38 Eric Carle Paintings • Unit 2, Pg. 247 Clay Portraits • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 361 Fire Painting • Visual Arts Activities
44. Appreciating the arts: Children appreciate the creative arts.	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel Sketches 	<ul style="list-style-type: none"> • Unit 1, Pg. 38 Eric Carle Paintings • Unit 7, Pg. 145 Artist's Statement • Unit 7, Pg. 154 Gallery Talk
Y. Music		
41. Music: Children express and represent what they observe, think, imagine, and feel through music.	<ul style="list-style-type: none"> • Sing Around the World Songs • Book: Movin' to the Music Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 3, Pg. 369 Where is Thumbkin: Find the Marble • Unit 5, Pg. 183 Flight of the Bumblebee • Unit 5, Pg. 188 Insect Walking Sounds
44. Appreciating the arts: Children appreciate the creative arts.	<ul style="list-style-type: none"> • Sing Around the World Songs • Book: Movin' to the Music Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 3, Pg. 369 Where is Thumbkin: Find the Marble • Unit 5, Pg. 183 Flight of the Bumblebee • Unit 5, Pg. 188 Insect Walking Sounds

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COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Z. Movement		
42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Engagement:</p> <ul style="list-style-type: none"> • Hi! Notes (English/Spanish) 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space
44. Appreciating the arts: Children appreciate the creative arts.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Engagement:</p> <ul style="list-style-type: none"> • Hi! Notes (English/Spanish) 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space
AA. Pretend play		
43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 215 Chicka Chicka Boom Program
44. Appreciating the arts: Children appreciate the creative arts.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 215 Chicka Chicka Boom Program

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COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VII. SCIENCE AND TECHNOLOGY		
BB. Observing and classifying		
45. Observing: Children observe the materials and processes in their environment.	<ul style="list-style-type: none"> • Song: The Scientific Method; Solid or Liquid; Matter • Solid and Liquid • Science Investigation • Materials • Magnets 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 195 Taste and Smell Snack Activity
46. Classifying: Children classify materials, actions, people, and events.	<ul style="list-style-type: none"> • Materials • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Winter • Spring • Summer • Fall 	<ul style="list-style-type: none"> • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 195 Taste and Smell Snack Activity
CC. Experimenting, predicting, and drawing conclusions		
47. Experimenting: Children experiment to test their ideas.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 363 Seed Investigation
48. Predicting: Children predict what they expect will happen.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 363 Seed Investigation
49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation
50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	<ul style="list-style-type: none"> • Song: Push and Pull • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll

COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DD. Natural and physical world		
51. Natural and physical world: Children gather knowledge about the natural and physical world.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Water; Rock; The Moon; Seasons; • Book: That's What I Like: A Book About Seasons • Water • Solid and Liquid • States of Water • Rocks • Spring • Summer • Fall • Winter • Magnets 	<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 347 Where Does Our Water Come From? • Unit 6, Pg. 43 Mixing Colors: Stars, Planets, and Meteors • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
EE. Tools and technology		
52. Tools and technology: Children explore and use tools and technology.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 1, Pg. 38 Illustration Investigation • Unit 2, Pg. 225 Where We Are
VIII. SOCIAL STUDIES		
FF. Knowledge of self and others		
7. Self-identity: Children have a positive self-identity.	<ul style="list-style-type: none"> • Book: Mine; José Three; Ooey, Gooey Mud • My Name Is Squirrel 	<ul style="list-style-type: none"> • Unit 1, Pg. 149 I Am, I Can • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! • Unit 7, Pg. 246 I Know
53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	<ul style="list-style-type: none"> • Sing Around the World Songs • Books: José Three; Grandpa's Great Athlete • My Family 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 247 Clay Portraits • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 112 I Can Book • Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!
54. Community roles: Children recognize that people have different roles and functions in the community	<p>Engagement:</p> <ul style="list-style-type: none"> • Role Play (English/Spanish) • Community Helpers (English/Spanish) 	<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 326 We All Have Jobs • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip

HIGHSCOPE'S CHILD OBSERVATION RECORD—COR ADVANTAGE ALIGNED WITH HIGHSCOPE'S KEY DEVELOPMENTAL INDICATORS

COR ADVANTAGE INDICATORS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GG. Geography		
56. Geography: Children recognize and interpret features and locations in their environment.	<ul style="list-style-type: none"> Book: Your Backyard <p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City with Your Children (English/Spanish) 	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
HH. History		
57. History: Children understand past, present, and future.	<ul style="list-style-type: none"> Song: It Happened Yesterday Books: The Watermelon Seed; José Three; I Can't Wait Today Yesterday/Tomorrow 	<ul style="list-style-type: none"> Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 35 Calendar Unit 1, Pg. 45 Calendar: Yesterday and Today Unit 1, Pg. 55 Schedule
IX. ENGLISH LANGUAGE LEARNING (IF APPROPRIATE)		
II. Listening to and understanding English		
30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.	<ul style="list-style-type: none"> Introduction, Pg. 21 Supporting Dual Language Learners
JJ. Speaking English		
30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language)	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.	<ul style="list-style-type: none"> Introduction, Pg. 21 Supporting Dual Language Learners

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 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).