

CURRICULUM *Correlation*



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

OVERVIEW

This document provides a detailed correlation of WATERFORD READING ACADEMY to Tools of the Mind PreKindergarten skills.

CORRELATION DESCRIPTION

This document aligns Tools of the Mind PreKindergarten skills to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at teacher.waterford.org.

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

WATERFORD CURRICULUM DETAILS

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in [Waterford's Adaptive Learning Path in Action](#) video.

Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found [here](#).

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

READING SEQUENCE

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and fluency. More detailed information can be found in the [Reading Skills Scope & Sequence](#).

MATH AND SCIENCE SEQUENCE

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the [Math and Science Scope & Sequence](#).

SMARTSTART SEQUENCE

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the [SmartStart Scope & Sequence](#).

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ENGLISH LANGUAGE ARTS		
Language and Communication		
Oral Language–Receptive and Expressive Language		
Observe and use appropriate ways of talking in a group	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"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 6, Pg. 10 Please and Thank You • Unit 6, Pg. 20 Excuse Me Game • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
Listen to formal and informal language	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination
Listen with increasing attention to a wide variety of age-appropriate literature read aloud	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination
Engage in frequent one-on-one conversations with children; attends to several turns in a conversation	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"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 136 Find Someone Who Has...
Understand and follow oral directions with increasing complexity	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me
Respond to verbal cues from a partner in dramatic play	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"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 66 Good Friends Activity: Two Friends



TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Oral Language–Receptive and Expressive Language <i>continued</i>		
For non-English speaking children makes progress in listening to and understanding English	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.	
Oral Language–Expressive Language		
Participate actively in discussions	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 60 Turn and Talk Matching • Unit 1, Pg. 76 Taking Turns Game • Unit 6, Pg. 75 Grown-up Manners
Ask and answer questions and volunteer relevant ideas	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"> • Unit 1, Pg. 145 What’s in the Bag? • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 214 Set the Table, Please
Uses speech to communicate needs, wants, thoughts, personal experience or interest	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"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 136 Find Someone Who Has...
Engage in play experiences using general and specific language	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"> • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 136 Find Someone Who Has... • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 5, Pg. 214 Set the Table, Please
Use formal and informal language		<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 136 Find Someone Who Has... • Unit 3, Pg. 369 Where is Thumbkin: Find the Marble • Unit 5, Pg. 246 Library Field Trip • Unit 7, Pg. 131 I Pay Attention
Express self using words and expanded sentences	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"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 181 Introducing Journals • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last



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TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Oral Language–Expressive Language <i>continued</i>		
Use language in dramatic play	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"> • Dramatic Play Activities • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 136 Find Someone Who Has... • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 5, Pg. 214 Set the Table, Please
Uses language to develop relationships	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"> • Unit 1, Pg. 145 What’s in the Bag? • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 214 Set the Table, Please
Uses a variety of sentence types with simple to increasingly complex structure Refines and extends understanding of known words in English and/or home language	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"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 181 Introducing Journals • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
Vocabulary Development		
Listen to, recognize and use a broad vocabulary of sensory words	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"> • Unit 4, Pg. 122 Journal Prompt: My Adventure • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 156 Journal Prompt: My Favorite Living Reptile
Introduced to new vocabulary in stories, explanations, discussions	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 5, Pg. 151 Dinosaur Stomp
Uses new words as part of speaking vocabulary in meaningful ways	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 5, Pg. 151 Dinosaur Stomp



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Vocabulary Development continued		
Shows a steady increase in number of words in listening vocabulary	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.	<ul style="list-style-type: none"> • Unit 1, Pg. 17 Llama Llama Sounds • Unit 1, Pg. 118 Sound Order
Shows steady increase in understanding more complex language structures	<ul style="list-style-type: none"> • Songs: Verbs; Adjectives Describe;Synonym Tree • Book: Opposites • Vocab • Synonyms • Verbs • Adjectives • Opposites 	<ul style="list-style-type: none"> • Story Time Activities • Unit 5, Pg. 151 Dinosaur Stomp • Unit 6, Pg. 42 Opposites and Letter Sound /o/ • Unit 6, Pg. 46 Listening Activity: Opposites and Onset-Rime
Engages in using deliberate strategies to develop vocabulary	<ul style="list-style-type: none"> • Songs: Verbs; Adjectives Describe;Synonym Tree • Book: Opposites • Vocab • Synonyms • Verbs • Adjectives • Opposites 	<ul style="list-style-type: none"> • Story Time Activities • Unit 5, Pg. 151 Dinosaur Stomp • Unit 6, Pg. 42 Opposites and Letter Sound /o/ • Unit 6, Pg. 46 Listening Activity: Opposites and Onset-Rime
Literacy		
Book Knowledge and Appreciation		
Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational books	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books • Math Books • Science Books (See titles at end of document.) • Peek at the Story • Picture Clues 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center



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<i>Book Knowledge and Appreciation continued</i>		
Listen to several books by same author or illustrator	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.) • Compare Characters • Describe Characters 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On
Relate book themes and information to personal experience	<ul style="list-style-type: none"> • Making Connections • Step Into the Story 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time
Recognize and supply rhythm and rhyme in poetry	<ul style="list-style-type: none"> • Book: Poetry Book 1 • Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble
Arrange story events in order	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On
Listen to a variety of genres read aloud: stories, songs, rhymes, poems and expository text	<ul style="list-style-type: none"> • Print Concepts • Sing a Rhyme Songs/Books • Read with Me Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center
Choose independently to read or pretend to read books	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center
Demonstrates increasing levels of sustained and focused engagement during read-aloud time	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activity



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Print Knowledge and Writing-Books, Print knowledge, Letter Knowledge and Early Word Recognition		
Demonstrates understanding of print concepts; understands that pictures, print and other symbols carry meaning, understands the purpose of writing	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 45 The Apple Tree: Discuss the Story
Develops a beginning understanding of concept of word and letter; differentiates letters from numerals	<ul style="list-style-type: none"> • Distinguish Letters • Explain Numbers 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions
Demonstrates knowledge of the alphabet; names many uppercase and lower case letters	<ul style="list-style-type: none"> • ABC Song • Letters Introduction • Letter Match • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names
Identifies cover of book and knows that title, author and illustrator are listed on cover	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 37 Print Knowledge: Books
Holds a book upright and turns pages from front to back and shows that reading is top to bottom and left to right; writes or pretends to write from left to right and top to bottom	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 331 Thank-you Notes • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 7, Pg. 173 End of Year Program Invitations
Uses tools for writing and drawing	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 331 Thank-you Notes • Unit 7, Pg. 173 End of Year Program Invitations
Identifies different kinds of text; seeks out nonfiction texts to find information	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.)	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On



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TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Print Knowledge and Writing-Books, Print knowledge, Letter Knowledge and Early Word Recognition <i>continued</i>		
Makes up stories that follow basic story structure	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On
Recognizes own name and several high frequency words in environment or books; can write own name using good approximation of letters Attempts to read words in environment or books by sounding out aspects of print; attempts to sound out words to spell them (can isolate first sound)	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Name Game 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets
Writes for many purposes; uses writing in context of dramatic play	<ul style="list-style-type: none"> • Letter Trace • Say and Trace 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities • Unit 2, Pg. 181 Introducing Journals
Phonological Awareness and Phonics		
Listen to, identify and manipulate language sounds to develop auditory discrimination and phonemic awareness	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Rhyme With Me • Blend Every Sound (Phonemes) • Blend Onset Rime Sounds • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 4 The Name Song • Unit 1, Pg. 26 Singing the Alphabet • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 6, Pg. 59 Rhythm Stick Sounds
Recites songs, rhymes, chants and poems	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyming Words • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 164 The Hungry Thing: Rhyme Play • Unit 2, Pg. 199 Rhyme Race



TOOLS OF THE MIND SKILLS

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Phonological Awareness and Phonics <i>continued</i>		
Produces words that rhyme	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Rhyme With Me • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble
Notices words that begin with same sound; shows growing awareness of beginning and end sounds	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds • Final Sound • Right Final Sound 	<ul style="list-style-type: none"> • Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/ • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/ • Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/ • Unit 7, Pg. 130 Listening Activity: Final Sounds Salute
Growing awareness and ability to discriminate separate syllables, segment words into syllables, blend syllables to form a word	<ul style="list-style-type: none"> • Syllable • Syllable Deletion With Compound Words • Blend Spoken Syllables 	<ul style="list-style-type: none"> • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/
Segments words into onset---rime portions	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon 	<ul style="list-style-type: none"> • Unit 6, Pg. 21 New: Onset-Rime and Letter sound /n/ • Unit 7, Pg. 230 Blending Phonemes: BINGO
Segments words into phonemes (up to 4); blends phonemes to form a word	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blend Phonemes Instruction • Blending Riddles: Individual Phonemes • Phoneme Segmentation 	<ul style="list-style-type: none"> • Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/ • Unit 7, Pg. 230 Blending Phonemes: BINGO
Link letters with sounds in play and activities	<ul style="list-style-type: none"> • ABC Song • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	<ul style="list-style-type: none"> • Letter Sound Activities • Capital Letter Introductions • Lowercase Letter Introductions



TOOLS OF THE MIND SKILLS

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Comprehension–Listening and Reading		
Comprehends and interprets meaning from books and other texts	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On
Uses picture to understand a book	<ul style="list-style-type: none"> • Words Tell About the Pictures • Vocab • Vocab Choice 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 8 Morning Message • Unit 5, Pg. 141 Language: Sentence Board Game
Predicts what will happen next in a story	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 148 Ten Little Goldfish
Names main characters and can connect their basic emotions to their actions	<ul style="list-style-type: none"> • Sum Up, Five W's • Describe Characters • Sum Up: Remember Order • Making Connections • Step Into the Story 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time
Retells a story by enacting roles in play	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On
Recalls some main events; can sequence events when retelling story	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Unit 2, Pg. 254 Polly Put the Kettle On
When retelling includes information about setting, problem and problem resolution	<ul style="list-style-type: none"> • Sum Up: Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 1, Pg. 83 Pat-a-cake: Dough Time



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Comprehension–Listening and Reading <i>continued</i>		
Uses own experiences to understand story events and expository text; to understand characters' feelings and motivations; to understand story events	<ul style="list-style-type: none"> • Making Connections • Step Into the Story 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time
Responds to discussion questions indicating increasing understanding of a story's main theme	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Science Books (See titles at end of document.) • Find an Answer • Sum Up: Remember Order • Sum Up: Five Ws • What Comes Next? 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 2, Pg. 233 Mambo Moves • Unit 5, Pg. 219 Spider Webs • Unit 7, Pg. 216 Digital Program
Writing		
Develops understanding that writing is a way of communicating for a variety of purposes	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Unit 4, Pg. 43 Capital Letter Scrapbook
Begins to represent experiences, stories through pictures, writing and in play	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 2, Pg. 181 Introducing Journals • Unit 4, Pg. 43 Capital Letter Scrapbook
Experiments with growing variety of writing tools such as markers, pencils, crayons, dry erase boards and markers	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 2, Pg. 181 Introducing Journals
Progresses from using scribbles to pictures, representation of words, writing own name	<ul style="list-style-type: none"> • Name Game • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
MATHEMATICS DEVELOPMENT		
Number Sense and Operations		
Connects many kinds/quantities of concrete objects and actions to numbers	<ul style="list-style-type: none"> Counting Song Explain Numbers Number Counting Number Instruction Number Recognition and Sense Counting Puzzle Bug Bits 	<ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities
Says number names to at least 30	<ul style="list-style-type: none"> Counting Song Number Instruction Number Counting 	<ul style="list-style-type: none"> Unit 1, Pg. 54 Counting and Attendance Introduce and Count Number Activities
Counts accurately up to 10 objects in a set using one---to---one correspondence	<ul style="list-style-type: none"> Make and Count Groups Number Counting Number Instruction Bug Bits Match Numbers 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 218 Group Five Pets Unit 2, Pg. 261 Make One More
Compares sets using the number that represents the quantity of each set	<ul style="list-style-type: none"> Song: Greater Than, Less Than Book: For the Birds Greater Than, Less Than More Than, Fewer Than More Than Fewer Than 	<ul style="list-style-type: none"> Unit 2, Pg. 261 Make One More Unit 6, Pg. 8 Greater Than Unit 6, Pg. 71 Less Than
Uses positional language and ordinal numbers in everyday activities	<ul style="list-style-type: none"> Songs: Get Over the Bugs; Position Cat Book: Up in the Air Inside, Outside, Between Over, Under, and Through Over, Under, Above, Below Above, Below, Next to, On First, Middle, Last 	<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
Indicates the position of object Refers to order of steps in a process using ordinal numbers	<ul style="list-style-type: none"> First, Middle, Last 	<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



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Number Sense and Operations <i>continued</i>		
Estimates the number of objects in a group and verifies results; develops a variety of estimation strategies	<ul style="list-style-type: none"> Moving Target (Dots) Bug Bits Make and Count Groups 	<ul style="list-style-type: none"> Unit 1, Pg. 40 Math: Same Two Unit 1, Pg. 150 Arrange and Count 4 Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 218 Group Five Pets Unit 7, Pg. 247 How Many Are Hiding? <p>Family Resource</p> <ul style="list-style-type: none"> Dot Cards
Patterns and Algebra		
Sorts, resorts, classifies, orders and categorizes objects by one and more than one attribute	<ul style="list-style-type: none"> Songs: Same and Different; All Sorts of Laundry; Savanna Size Book: Buttons, Buttons Sort Big and Little 	<ul style="list-style-type: none"> Unit 1, Pg. 107 Sound Box Match Up Unit 1, Pg. 119 Sorting Buttons Unit 5, Pg. 155 Vertebrates Sort and Review
Recognizes, creates, reproduces and extends patterns with actions, words, and objects.	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns Patterns: AB; ABB; ABC 	<ul style="list-style-type: none"> Unit 4, Pg. 39 AB Pattern Garden Unit 4, Pg. 48 ABB Cereal Necklaces Unit 4, Pg. 59 ABC Patterns
Distinguishes between patterns and non---patterns; can compare patterns	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns Patterns: AB; ABB; ABC 	<ul style="list-style-type: none"> Unit 4, Pg. 39 AB Pattern Garden Unit 4, Pg. 48 ABB Cereal Necklaces Unit 4, Pg. 59 ABC Patterns
Measurement		
Recognizes and compares attributes of size	<ul style="list-style-type: none"> Song: Savanna Size Length Tall and Short Big and Little Tall and Short Heavy and Light Capacity Order Size 	<ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 6, Pg. 114 Length Unit 7, Pg. 136 Exploring Length



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Measurement <i>continued</i>		
Classifies and orders objects by size	<ul style="list-style-type: none"> • Song: Large, Larger, Largest ;Savanna Size • Weight • Heavy and Light • Tall and Short • Order Size 	<ul style="list-style-type: none"> • Unit 7, Pg. 142 Weight • Unit 7, Pg. 209 Exploring Weight
Uses comparative terms to describe relative lengths and weights	<ul style="list-style-type: none"> • Weight • Heavy and Light • Length • Tall and Short 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 209 Exploring Weight
Becomes familiar with standard units of measurement and terminology for lengths and weights	<ul style="list-style-type: none"> • Weight • Heavy and Light • Length • Tall and Short 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight
Becomes familiar with tools and terminology for standard measurement of time (clocks, watches, timers.)	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar
Understands time concepts, including today, yesterday, tomorrow, before, after	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar
Identifies position of events over time, e.g.; earlier, later	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar
Uses time concepts in context of daily schedule		<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar
Recognizes concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar
Examines, manipulates and identifies familiar U.S. coins in play activities	<ul style="list-style-type: none"> • Song: Save Your Pennies • Book: Bugs for Sale • Coin Value 	<ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Data Analysis, Statistics and Probability		
Organizes and displays concrete data to answer questions	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey • Unit 7, Pg. 146 Charting Weight
Reads and interprets graphic displays of data	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 6, Pg. 105 Quantities to 10
Develops and evaluates inferences and predictions based on data; draws conclusions about data	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Find an Answer 	<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?
Geometry and Spatial Relationships		
Explores and identifies space, direction, relative position and size; uses comparative words to describe the relationship of objects to one another	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last 	<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
Identifies,describes and compares attributes; recognizes and names basic geometric shapes	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	<ul style="list-style-type: none"> • Unit 3, Pg. 366 Shapes Mural • Unit 3, Pg. 377 Shape Hunt
Uses concrete objects to understand how whole objects can be divided into parts		<ul style="list-style-type: none"> • Unit 6, Pg. 121 Problem Solving: Fair Division
Develops fluency in composing, transforming and decomposing shapes	<ul style="list-style-type: none"> • Tangrams 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 330 Circle Party • Unit 3, Pg. 349 Making Shapes • Unit 4, Pg. 28 Classroom Block Play



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Geometry and Spatial Relationships <i>continued</i>		
Interprets physical world with geometric ideas (shape, orientation, spatial relations)	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Solid Shapes • Space Shapes 	
Observes and manipulates concrete examples of whole and half	<ul style="list-style-type: none"> • Book: Half for You and Half for Me 	<ul style="list-style-type: none"> • Unit 6, Pg. 121 Problem Solving: Fair Division
Shows an awareness of symmetry	<ul style="list-style-type: none"> • Symmetry 	<ul style="list-style-type: none"> • Unit 2, Pg. 243 Central Park Board Game • Unit 5, Pg. 171 Quantities to 7
Completes simple spatial visualization tasks and puzzles	<ul style="list-style-type: none"> • Tangrams 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 310 Make a Triangle • Unit 4, Pg. 28 Classroom Block Play
Uses spatial vocabulary (directional and positional) to describe different spatial configurations	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last 	<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
Problem Solving		
Develops strategies for solving problems such as counting, counting on, counting backwards	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Count On • Counting Back 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 218 Group Five Pets
Uses concrete objects and mark making to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number as)	<ul style="list-style-type: none"> • Songs: Bee Happy Addition; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction; Greater Than, Less Than • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction • More Than • Fewer Than 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 160 Counting On • Unit 2, Pg. 170 Mad Dash Number Match • Unit 2, Pg. 226 Five Frame Match • Unit 7, Pg. 247 How Many Are Hiding? • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Problem Solving <i>continued</i>		
Uses concrete objects to begin to solve simple division problems	<ul style="list-style-type: none"> • Book: Half for You and Half for Me • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 6, Pg. 121 Problem Solving: Fair Division
SCIENTIFIC REASONING		
Science– Inquiry Skills, Physical Sciences, Earth and Space Sciences, and Life Sciences		
Observe and describe animals' and plants' seasonal changes, life cycles, characteristics, needs and how natural habitats provide for their basic needs	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like George Washington Carver: A Seed Grows • Science Observation: From Egg to Chick • Science Investigation • Plant or Animal • Plants • Mammals • Birds • Amphibians • Plant Life Cycle and Growth • Animal Life Cycle and Growth 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 3, Pg. 296 We Are All Growing • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
Compares the characteristics that differentiate living from nonliving things	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 4, Pg. 14 Vertebrates Have Bones • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
Explores physical properties of the world by observing and manipulating common objects and materials	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Rocks • Soil 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?
Explores living things, their life cycles and habitats,	<ul style="list-style-type: none"> • Plant Life Cycle and Growth • Animal Life Cycle and Growth • Rainforests • Mountains • Oceans • Desert 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Science- Inquiry Skills, Physical Sciences, Earth and Space Sciences, and Life Sciences <i>continued</i>		
Explores properties of world around, notices changes, makes predictions	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like: A Book About Seasons • Sun • Moon • Constellations • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater • Unit 3, Pg. 284 Sunlight and Temperature Investigation
Observes daily weather and seasonal changes	<ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like, A Book About Seasons • Summer • Fall • Winter • Spring • Weather • Calendar/Graph Weather • Clouds 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report
Understands change in environment including seasonal and weather changes	<ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like, A Book About Seasons • Summer • Fall • Winter • Spring • Weather • Calendar/Graph Weather • Clouds 	<ul style="list-style-type: none"> • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SOCIAL STUDIES		
Discuss and identify daily routines and classroom rules	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"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 7, Pg. 178 Fox In a Box
Discusses classroom responsibilities in daily activity	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"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 7, Pg. 178 Fox In a Box
Becomes aware of leadership roles and know importance of listening to people in leadership roles		<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 328 We All Have Jobs • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip <p>Family Resources</p> <ul style="list-style-type: none"> • Community Helpers English Spanish
Learn social skills	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please
Understand the need for rules		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 7, Pg. 178 Fox In a Box
Identifies common features in home and school environment		<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 7, Pg. 178 Fox In a Box
Creates simple representations of home, school or community	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"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 2, Pg. 225 Where We Are • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SOCIAL STUDIES CONTINUED		
Develops an understanding of self within a community	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"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 7, Pg. 246 I Know
Identifies and exhibits qualities of responsible citizenship	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"> • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 158 This Belongs to a Friend • Unit 7, Pg. 246 I Know
Identify similarities and differences in personal and family characteristic	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • Soup's On! 	<ul style="list-style-type: none"> • Unit 3, Pg. 268 We All Love Our Families • Unit 3, Pg. 286 Grandmas: Same and Different
Demonstrates an emerging awareness and respect for culture and ethnicity	<ul style="list-style-type: none"> • Song: Same and Different • Books: Seeing Fingers; In the Rain; José Three; Mine 	<ul style="list-style-type: none"> • Unit 2, Pg. 158 This Belongs to a Friend • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 14 Picturing My Body
Begins to recall recent and past events	<ul style="list-style-type: none"> • Song: Sequencing Events • Sum Up: Remember Order • Sequence Events • First, Next, Last • Making Connections • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 3, Pg. 358 Families Have Stories
Learn how things and people change over time	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journal My Family • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
SOCIAL STUDIES CONTINUED		
Discusses and uses vocabulary related to time in relevant activities	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar
Learn how people affect environment by changing and protecting it	<ul style="list-style-type: none"> • Songs: Pollution Rap; I Am Part of All I See • Pollution and Recycling • Care of Water • Care of Earth 	<ul style="list-style-type: none"> • Unit 3, Pg. 349 Where Does Our Water Come From? • Unit 2, Pg. 214 Garbage Elves
Demonstrates an ability to connect new ideas to past experiences and past experiences to present day circumstances	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 270 Dramatic Play: Grandma's House • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journal My Family • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
Develops understanding of space and geography	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play • Unit 5, Pg. 175 Ant Farm Extension <p>Family Resources</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children English Spanish
Describes how things are spatially related to each other, using words and phrases that indicate location and direction.	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are
Applies basic economic concepts to home, school, and the community	<ul style="list-style-type: none"> • Song: Save Your Pennies 	<ul style="list-style-type: none"> • Unit 3, Pg. 328 We All Have Jobs • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Recognizes how technology is used at home, school, and the community	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, or entering answers on the keyboard.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 30 SmartStart Orientation: The Portal Screen
Identifies different types of media and forms of communication	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. 30 SmartStart Orientation: The Portal Screen

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
EMOTIONAL, SOCIAL AND UNDERLYING COGNITIVE/EXECUTIVE FUNCTION DEVELOPMENT		
Social Development		
<p>Demonstrates developing ability to:</p> <ul style="list-style-type: none"> • Make mental plan – plan in advance of action and follow through on plan • Delay gratification • See from another’s perspective • Act on purpose • Inhibit action in response to cue • Make efficient transitions between activities • Focus and sustain attention despite distractions • Persist in and complete a variety of tasks, activities • Be self---motivated to learn and challenge self • Regulate emotions 	<p>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.”</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 4 Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy • Unit 4, Pg. 35 I Can Calm Down • Unit 4, Pg. 52 What Would Pete the Cat Do? • Unit 4, Pg. 84 Working Together <p>Family Resources</p> <ul style="list-style-type: none"> • Emotion Cards English Spanish • Guess How I’m Feeling English Spanish • Panda and Tornado English Spanish
<p>Joins with other children in playing game with rules</p>	<ul style="list-style-type: none"> • Clubhouse 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Introduction, Pg. 11 Dramatic Play Center • Dramatic Play Activities
<p>Participates in collaborative play for sustained period of time</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Party Time • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 96 Friendly Musical Chairs • Unit 4, Pg. 13 We’re All Happy • Unit 7, Pg. 249 Friendship <p>Family Resources</p> <ul style="list-style-type: none"> • This Belongs to a Friend English Spanish • How to Listen Like a Friend English Spanish
<p>Demonstrates turn taking and cooperation</p>	<p>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.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 66 Good Friends Activity: Two Friends



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Social Development <i>continued</i>		
Interacts positively with others	<ul style="list-style-type: none"> Find Me! Where's Papa? Do I Have To? It's Not Fair! 	<ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 7, Pg. 150 What Doesn't Belong? <p>Family Resources</p> <ul style="list-style-type: none"> Good Playing Rules English Spanish
Develops skills to resolve interpersonal conflict	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 4, Pg. 13 We're All Happy Unit 6, Pg. 99 I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem
Enjoys playing with specific other children in a variety of activities	<ul style="list-style-type: none"> Clubhouse Marmot's Basket Party Time Musical Mayhem 	<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 4, Pg. 13 We're All Happy Unit 7, Pg. 249 Friendship <p>Family Resources</p> <ul style="list-style-type: none"> This Belongs to a Friend English Spanish How to Listen Like a Friend English Spanish
Responds with empathy to children who are upset or in need	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem 	<ul style="list-style-type: none"> Unit 2, Pg. 202 Kind Kids Unit 4, Pg. 13 We're All Happy Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes
Shares materials when appropriate	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"> Unit 1, Pg. 11 Centers Clean-up and Review Unit 1, Pg. 19 Birthday Cupcakes Unit 1, Pg. 38 Introduction: The Art Center Unit 2, Pg. 214 Garbage Elves Unit 3, Pg. 372 Seed Mosaics
Shows increasing ability to resolve conflicts	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 4, Pg. 13 We're All Happy Unit 6, Pg. 99 I'm a Problem Solver Unit 6, Pg. 107 How to Solve a Problem
Uses materials with purpose	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"> Unit 1, Pg. 11 Centers Clean-up and Review Unit 1, Pg. 19 Birthday Cupcakes Unit 1, Pg. 38 Introduction: The Art Center Unit 2, Pg. 214 Garbage Elves Unit 3, Pg. 372 Seed Mosaics
Develops self concept; aware of own preferences	<ul style="list-style-type: none"> Pretend Play Clubhouse 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 203 Spring Gallop!



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Social Development <i>continued</i>		
Demonstrates increasing independence in wide range of activities	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Perfect Present • Squirrel’s Sketches • Soup’s On! 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 4, Pg. 6 Dramatic Play: Radiologist’s Office • Unit 4, Pg. 120 Monarch of the Animals • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas
Chooses to participate in increasing variety of experiences	<ul style="list-style-type: none"> • Perfect Present • Party Time • Science Investigation • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing rules • Unit 1, Pg. 13 Going On a Bear Hunt • Unit 1, Pg. 88 Let’s Play • Dramatic Play Activities
Develops representational and symbolic thinking skills	<ul style="list-style-type: none"> • Musical Mayhem • Marmot’s Basket 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Introduction, Pg. 16 Sensory Table • Dramatic Play Activities • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 13 We’re All Happy • Unit 6, Pg. 107 How to Solve a Problem
PHYSICAL DEVELOPMENT – FINE AND GROSS MOTOR, HEALTH AND SAFETY		
Gross Motor Skills		
Moves body with balance and control	<ul style="list-style-type: none"> • Books: Legs; Fawn Eyes • Songs: I Touch My Nose Like This • Parts of the Face • Body Parts 	<ul style="list-style-type: none"> • Unit 1, Pg. 130 We’re Standing on One Foot! • Unit 6, Pg. 7 Dramatic Play: Gym
Develops stamina and flexibility		<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 6, Pg. 122 Obstacle Course
Coordinates body movements to perform simple tasks		<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course
Builds awareness of directionality and position in space	<ul style="list-style-type: none"> • Song: Position Cat 	<ul style="list-style-type: none"> • Unit 4, Pg. 42 Birds on a Perch • Unit 7, Pg. 238 Surfing the Waves



TOOLS OF THE MIND SKILLS

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Gross Motor Skills <i>continued</i>		
Develops large muscle strength and coordination		<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce • Unit 6, Pg. 122 Obstacle Course
Alternates left and right side of body and crosses midline		<ul style="list-style-type: none"> • Unit 1, Pg. 130 We're Standing on One Foot! • Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce
Fine Motor Skills		
Performs fine---motor tasks that require small muscle strength and control	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 4, Pg. 48 ABB Cereal Necklaces
Uses a variety of tools and materials to strengthen hand grasp, flexibility and coordination	Engaging in Waterford activities requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes • Unit 7, Pg. 141 Tool Workshop
Uses eye-hand coordination to perform fine-motor tasks		<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
Builds finger dexterity and uses thumb/forefinger in pincer grasp		<ul style="list-style-type: none"> • Unit 1, Pg. 57 Cooking Apples Investigation • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 314 Cutting Shapes • Unit 5, Pg. 219 Spider Webs
Personal Health and Safety		
Performs some self-care tasks independently	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Build Knowledge: The Germs • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth <p>Family Resources</p> <ul style="list-style-type: none"> • Hand Washing Rebus English Spanish

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Personal Health and Safety <i>continued</i>		
Practices personal hygiene and strategies to promote cleanliness	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Build Knowledge: The Germs • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth <p>Family Resources</p> <ul style="list-style-type: none"> • Hand Washing Rebus English Spanish
Discusses and follows appropriate safety procedures	<ul style="list-style-type: none"> • Song: Storms • Lightning Safety 	<ul style="list-style-type: none"> • Unit 1, Pg. 127 Construction Site • Unit 2, Pg. 166 Safe Smelling • Unit 3, Pg. 287 Sun Safe Song • Unit 5, Pg. 246 Library Field Trip • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe • Unit 7, Pg. 231 Water Safety <p>Family Resources</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids English Spanish • Telephones English Spanish • Fire Safety Activities for Kids English Spanish
Discusses strategies to prevent injury and what to do when hurt		<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 3, Pg. 336 Call for Help • Unit 3, Pg. 339 Emergency! • Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe
Talks about common symptoms of illness and what to do when not feeling well	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Exercise and Rest • Germs • Avoid Germs and Prevent Illness • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • 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. 185 The Monkeys Forgot to Brush Their Teeth! • Unit 7, Pg. 205 Healthy Eating <p>Family Resources</p> <ul style="list-style-type: none"> • Hand Washing Rebus English Spanish

TOOLS OF THE MIND SKILLS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
Personal Health and Safety <i>continued</i>		
Discusses nutritious meals and sneaks, and topics related to nutrition	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food 	<ul style="list-style-type: none"> • Unit 1, Pg. 60 Snack • Unit 3, Pg. 319 Plant Part Salad • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 7, Pg. 205 Healthy Eating • Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack <p>Family Resources</p> <ul style="list-style-type: none"> • My Healthy Plate English Spanish • Food Pictures (Healthy Eating) English Spanish
Discusses tooth care and dental health		<ul style="list-style-type: none"> • Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth

WATERFORD *Books and Related Activities*

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; 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; My Dinosaur; 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

WATERFORD *Books and Related Activities*

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; 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; 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?

RESEARCH-DRIVEN DEVELOPMENT

SUPPORT

Professional Services offers a continuum of customizable services. [Learn more here.](#)



Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

WATERFORD *Books and Related Activities*

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; 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

Marching Band Counting, Flower Counting, Country 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 Fish to Catch; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 On the Beach; 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

WATERFORD *Family Engagement Resources*

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; 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).