

# 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 MONTANA EARLY LEARNING STANDARDS 2014

### CORRELATION DESCRIPTION

This document aligns Montana Early Learning Standards to [Waterford.org](http://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](http://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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MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>EMOTIONAL AND SOCIAL</b>		
<b>Culture, Family, and Community</b>		
Culture		
<i>Standard 1.1: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.</i>		
k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors	<ul style="list-style-type: none"> <li>• Book: The Ugly Duckling</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
l. Demonstrate awareness, knowledge, and appreciation for another culture	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> </ul>
Family		
<i>Standard 1.2: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.</i>		
i. Identify oneself as a member of a family and describe her family in a variety of ways	<ul style="list-style-type: none"> <li>• Book: José Three</li> <li>• My Family</li> <li>• Soup's On!</li> <li>• Baby's Birthday</li> <li>• Party Time</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
J. Recognize similarities and differences between his family and other families	<ul style="list-style-type: none"> <li>• Books: In the Rain; Seeing Fingers; Mine; José Three</li> <li>• Clubhouse</li> <li>• Come Inside</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
Community		
<i>Standard 1.3: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.</i>		
h. Demonstrate community-building skills	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 158 This Belongs to a Friend</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
i. Describe what she wants to be when grown up	<ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> </ul>	

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Emotional Development</b>		
Self-Concept		
<i>Standard 1.4: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.</i>		
h. Engage in play that he or she has chosen		<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Center Activities</li> </ul>
i. Describe personal preferences and interests	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Gooy Mud; Bad News Shoes; Movin' to the Music Time</li> <li>• Clubhouse</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 The Name Song</li> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
Self-Efficacy		
<i>Standard 1.5: Children demonstrate a belief in their abilities.</i>		
h. Take risks to try new things	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Find the Ball <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
i. Exhibit independence	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Rock-a-Bye, Baby Lullaby <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Guess My Rule <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Self-Regulation</b>		
<i>Standard 1.6: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.</i>		
i. Show empathy for others when he or she sees the consequences of his or her actions	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 188 Full Buckets</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 5</a>, Pg. 218 Journal Prompt: I Helped When...</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	<ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• <a href="#">Unit 7</a>, Pg. 184 Consequence Game</li> <li>• <a href="#">Unit 7</a>, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequence Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Emotional Expression</b>		
<i>Standard 1.7: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.</i>		
i. Express a deeper and wider range of emotions	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Papa's Thumb</li> <li>• Where's Papa?</li> <li>• Lost and Found</li> <li>• Broken Vase</li> <li>• Come Inside</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Private Place</li> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel</li> <li>• <a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul>
j. Modify behaviors and emotions based on the environment and situation	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 6 The Listening Rug</li> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 29 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 40 Snack</li> <li>• <a href="#">Unit 1</a>, Pg. 54 Morning Meeting</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Social Development</b>		
Interaction with Adults		
<i>Standard 1.8: Children show trust, develop emotional bonds, and interact comfortably with adults.</i>		
h. Express appropriate affection for significant adults	<ul style="list-style-type: none"> <li>• Where’s Papa?</li> <li>• Find Me!</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Private Place</li> <li>• <a href="#">Unit 3</a>, Pg. 373 Trusted Adults</li> <li>• <a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> </ul> <p><b>Family Resource:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Trusted Adults</a></li> </ul>
i. Seek adult affirmations	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel’s Blocks</li> <li>• Lost Dinosaur</li> </ul>	
Interaction with Peers		
<i>Standard 1.9: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.</i>		
i. Cooperate with others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others’ rights and property as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
j. Use problem-solving strategies when conflicts arise with peers	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 88 Let’s Play</li> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>PHYSICAL</b>		
<b>Fine Motor Skills</b>		
Standard 2.1: Children develop small muscle strength, coordination, and skills.		
e. Engage in self-help skills	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul>
f. Perform increasingly more sophisticated actions requiring eye hand coordination	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Dental Chart <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Gross Motor Skills</b>		
Standard 2.2: Children develop large muscle strength, coordination, and skills.		
h. Perform large motor movement alone or with others	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
i. Manipulate objects with large muscles	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>



MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Sensorimotor Development</b>		
Standard 2.3: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.		
h. Adapt movements to specific situations	Activities in Waterford are aural, visual, and kinesthetic with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
i. Demonstrate concepts through movement	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>HEALTH, SAFETY, AND PERSONAL CARE</b>		
<b>Daily Living Skills</b>		
Standard 2.4: Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.		
f. Communicate with an adult when not feeling well	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Private Place</li> <li>• <a href="#">Unit 3</a>, Pg. 373 Trusted Adults</li> </ul>
g. Participate in bathroom routines with growing independence	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 174 Taking Care of My Teeth</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Dental Chart <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Nutrition</b>		
Standard 2.5: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.		
e. Participate in meals	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>	
f. Identify healthy foods options	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Healthy Food</li> <li>• Food From Plants</li> </ul>	<p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Food Pictures (Healthy Eating)</a></li> <li>• My Healthy Plate <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Physical Fitness</b>		
Standard 2.6: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.		
f. Participate in physically active games with peers	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 143 Builders and Bulldozers</li> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> <li>• <a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Poster <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
g. Recognize the positive feelings experienced during and after physical activity	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Safety Practices and Awareness of Rules</b>		
<i>Standard 2.7: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.</i>		
h. Make choices about behaviors or activities when presented with alternatives	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	
i. Control or appropriately express intense emotions most of the time		<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel</li> <li>• <a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Emotion Cards <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• <a href="#">Feelings Poster</a></li> </ul>
<b>COMMUNICATION</b>		
<b>Communication and Language Development</b>		
<b>Receptive Communication (Listening and Understanding)</b>		
<i>Standard 3.1: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.</i>		
j. Follow three and four-step directions	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Introduction to Centers</li> <li>• <a href="#">Unit 1</a>, Pg. 11 Cleanup and Center Review</li> <li>• <a href="#">Unit 1</a>, Pg. 18 Afternoon Centers</li> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 28 Introduction to SmartStart and the Computer Center”</li> </ul>
k. Focus on the meaning of words to enhance understanding and build 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.	

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Expressive Communication (Speaking and Signing)</b>		
<i>Standard 3.2: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.</i>		
p. Use new words	<ul style="list-style-type: none"> <li>• Vocab</li> <li>• Build Knowledge</li> </ul>	
q. Relate a story or event with increasing detail and coherence	<ul style="list-style-type: none"> <li>• Sing A Rhyme Songs/Books</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Print Concepts</li> <li>• Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 39 Story Time Activity</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
<b>Social Communication</b>		
<i>Standard 3.3: Children develop skills that help them interact and communicate with others in effective ways.</i>		
j. Use language appropriately depending on the situation	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 4</a>, Pg. 13 We're All Happy</li> </ul>
k. Adjust intonation and volume of speech for a variety of settings	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.	
<b>English Language Learners: Dual Language Acquisition</b>		
<i>Standard 3.4: Children develop competency in their home language while becoming proficient in English.</i>		
e. Use English for informal purposes and rely on home language for formal learning	Waterford provides Spanish language support in Pre-Reading. With this feature enabled, children hear the instructions in English. If they select Repeat, children hear the instructions in Spanish and then again in English.	
f. Adjust communication form for the audience	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.	

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>LITERACY</b>		
<b>Early Reading and Book Appreciation</b>		
Standard 3.5: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.		
p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> <li>• <a href="#">Unit 1</a>, Pg. 127 Dramatic Play: Construction Site</li> </ul>
q. Sustain attention to increasingly longer books and stories	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 39 Story Time Activity</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
<b>Print Development/Writing</b>		
Standard 3.6: Children develop interest and skills in using symbols as a meaningful form of communication.		
l. Write his or her own name	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li>• <a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• <a href="#">Unit 1</a>, Pg. 74 Name Magnets</li> </ul>
m. Write familiar words using accepted writing format	<ul style="list-style-type: none"> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
<b>Print Concepts</b>		
Standard 3.7: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).		
g. Identify letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound</li> <li>• Letters Introduction</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Fast Letter Fun</li> <li>• Letter Checker</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> <li>• <a href="#">Unit 4</a>, Pg. 46 Lowercase Letters</li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<p>Standard 3.7: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle) <i>continued</i>.</p>		
<p>h. Match letters and their sound</p>	<ul style="list-style-type: none"> <li>• Letter Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 17 Llama Llama Sounds</li> <li>• <a href="#">Unit 1</a>, Pg. 118 Sound Order</li> <li>• <a href="#">Unit 2</a>, Pg. 194 Jack and Jill Rhyme Discrimination</li> <li>• <a href="#">Unit 2</a>, Pg. 199 Rhyme Race</li> <li>• <a href="#">Unit 2</a>, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• <a href="#">Unit 2</a>, Pg. 220 Mary Had a Little Lamb Rhyme Discrimination</li> <li>• <a href="#">Unit 7</a>, Pg. 230 Blending Phonemes: BINGO</li> </ul>
<p><b>Phonological Awareness</b></p>		
<p>Standard 3.8: Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.</p>		
<p>g. Demonstrate progress in rhyming words</p>	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Rhyme With Me</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 51 Fancy Rhyming</li> <li>• <a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 2</a>, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• <a href="#">Unit 2</a>, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
<p>h. Hear and separate words into syllables</p>	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Listening Activity: Fast Syllables</li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>COGNITION</b>		
Approaches to Learning		
Curiosity		
<i>Standard 4.1: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.</i>		
h. Ask more complex questions	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li><a href="#">Unit 6</a>, Pg. 20 May I Help Game</li> </ul>
i. Develop personal interests	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Ooey, Goey Mud; Bad News Shoes; Movin' to the Music Time</li> <li>Clubhouse</li> <li>Squirrel's Sketches</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 4 The Name Song</li> <li><a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li><a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
Initiative and Self-Direction		
<i>Standard 4.2: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.</i>		
g. Develop procedures and thinking skills for investigating the world and making decisions	<ul style="list-style-type: none"> <li>Marmot's Basket</li> <li>Clubhouse</li> <li>Boo Hoo Baby</li> <li>Musical Mayhem</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li><a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
h. Plan and achieve a goal	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Persistence and Attentiveness		
<i>Standard 4.3: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.</i>		
h. Sustain attention when peers or adults are the focus of the activity	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 7</a>, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<i>Standard 4.3: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning continued.</i>		
i. Work on a task that extends over a period of time	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	
<b>Reflection and Interpretation</b>		
<i>Standard 4.4: Children develop skills in thinking about their learning in order to inform future decisions.</i>		
h. Work out a problem or a challenge mentally	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>• <a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
i. Use a variety of methods to express thoughts and feelings	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It’s Not Fair</li> <li>• Do I Have To?</li> <li>• Squirrel’s Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa’s Thumb</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Private Place</li> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel</li> <li>• <a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Guess How I’m Feeling <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Emotion Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Reasoning and Representational Thought</b>		
<i>Standard 4.5: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.</i>		
h. Notice and describe how items are the same or different	<ul style="list-style-type: none"> <li>• Songs: Same and Different Let’s Compare</li> <li>• Make Comparisons</li> <li>• Match</li> <li>• Clubhouse</li> <li>• Come Inside</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>



MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<i>Standard 4.5: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought continued.</i>		
i. Explain the effects that actions might have upon objects	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	
<b>CREATIVE ARTS</b>		
<b>Creative Movement and Dance</b>		
<i>Standard 4.6: Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.</i>		
h. Participate in guided movement activities	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
i. Watch dance and creative movement performances with attention	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>Drama</b>		
<i>Standard 4.7: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.</i>		
g. Engage in cooperative peer play in which there is a shared purpose	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• <a href="#">Introduction</a>, Pg. 11 Dramatic Play Center</li> <li>• <a href="#">Unit 1</a>, Pg. 6 Learning</li> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 330 Dramatic Play: Fire Station</li> <li>• <a href="#">Unit 7</a>, Pg. 134 Dramatic Play: Architect's Office</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
Standard 4.7: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies <i>continued</i> .		
h. Create and direct complex scenarios based on individual and group ideas or past experiences	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Music</b>		
Standard 4.8: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.		
i. Imitate and produce rhythmic patterns to familiar songs	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 96 Friendly Musical Chairs</li> <li>• <a href="#">Unit 1</a>, Pg. 98 Dramatic Play: Music Shop</li> <li>• <a href="#">Unit 1</a>, Pg. 103 Instrument Chairs</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Musical Instruments</li> <li>• <a href="#">Unit 6</a>, Pg. 85 Storytelling with Instruments</li> <li>• <a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
<b>Visual Arts</b>		
Standard 4.9: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.		
i. Express feelings, ideas, and concepts about art	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Illustration Investigation</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>• Texture Sort <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
j. Create and appreciate works of art representing cultural lifestyles	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>MATHEMATICS AND NUMERACY</b>		
<b>Number Sense and Operations</b>		
Standard 4.10: Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.		
g. Match numerals with the correct amount of objects	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Object Counting</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li>• <a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count</li> <li>• <a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> <li>• <a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>
h. Set up simple addition and subtraction problems	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>	
<b>Measurement</b>		
Standard 4.11: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.		
h. Estimate measurement characteristics of familiar objects or events	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Measurement Tools</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
i. Measure length by laying units end to end	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Measurement Tools</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Data Analysis</b>		
Standard 4.12: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.		
d. Convey the concepts and use correct terms associated with classification and comparison	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 200 Which Cup Holds More?</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
e. Identify how items in a group are similar	<ul style="list-style-type: none"> <li>• Songs: Same and Different; All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Similar Figures</li> </ul>	
<b>Algebraic Thinking</b>		
Standard 4.13: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.		
f. Reproduce simple patterns of sound and movement	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 38 AB Pattern Garden</li> <li>• <a href="#">Unit 4</a>, Pg. 48 ABB Cereal Necklaces</li> <li>• <a href="#">Unit 4</a>, Pg., 59 ABC Patterns</li> </ul>
g. Describe a sequence of events	<ul style="list-style-type: none"> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• First, Next, Last</li> <li>• Sequence Events</li> </ul>	
<b>Geometry and Spatial Reasoning</b>		
Standard 4.14: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.		
g. Demonstrate an understanding of size and shape relationships	<ul style="list-style-type: none"> <li>• Song: Savanna Size; Large, Larger, Largest</li> <li>• Similar Figures</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	
h. Experiment with mapping skills	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.	

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>SCIENCE</b>		
Scientific Thinking and Use of the Scientific Method		
Standard 4.15: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.		
g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
h. Formulate answers to own questions using the scientific method	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Science Observation: From Egg to Chick</li> </ul>	
<b>Life Science</b>		
Standard 4.16: Children develop understanding of and compassion for living things.		
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates</li> <li>• Plant or Animal</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Invertebrates</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Standard 4.16: Children develop understanding of and compassion for living things <i>continued</i>.</b>		
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li>• <a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 365 Seed Investigation</li> <li>• <a href="#">Unit 4</a>, Pg. 121 Frog or Toad?</li> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> </ul>
<b>Physical Science</b>		
<b>Standard 4.17: Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).</b>		
i. Plan and carry out investigations on the behavior of moving things	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Push and Pull; Gravity</li> <li>• Book: Up and Down</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>	
j. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	<ul style="list-style-type: none"> <li>• Song: Matter</li> <li>• Book: Pancakes Matter</li> <li>• States of Water</li> </ul>	
<b>Earth and Space</b>		
<b>Standard 4.18: Children develop an understanding of the earth and planets.</b>		
k. Classify objects by attributes or characteristics	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	
l. Make observations of the moon, sun, clouds, and sky, and record them over time	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Precipitation; The Moon</li> <li>• Books: Star Pictures; Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> <li>• Calendar/Graph Weather</li> </ul>	

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>Engineering</b>		
Standard 4.19: Children develop an understanding of the processes that assist people in designing and building.		
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; My Reptile Hospital</li> <li>Perfect Present</li> <li>Squirrel's Sketches</li> <li>Soup's On!</li> <li>Where's Papa?</li> <li>Find Me!</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li><a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
h. Use a formalized design process of investigation, invention, implementation, and evaluation independently	<ul style="list-style-type: none"> <li>Song: Inventing</li> <li>Book: Inventions All Around</li> </ul>	
<b>SOCIAL STUDIES</b>		
<b>Time (History)</b>		
Standard 4.20: Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.		
h. Demonstrate an awareness of the past	<ul style="list-style-type: none"> <li>Books: The Watermelon Seed; The Brothers; The Birds, The Beasts, and the Bat</li> </ul>	
i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	<ul style="list-style-type: none"> <li>Songs: Days of the Week; Months of the Year</li> </ul>	
<b>Places, Regions, and Spatial Awareness (Geography)</b>		
Standard 4.21: Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.		
g. Identify where he or she lives		<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 225 Where We Are</li> </ul> <p><b>Family Resources:</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Children <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
h. Use a simple map	Each Sing Around the World song begins with a picture of a world map. The narrator introduces the song and pronounces the name of the country as its location is highlighted and its flag is displayed.	

MONTANA STANDARDS	WATERFORD DIGITAL ACTIVITIES	WATERFORD RESOURCES
<b>The Physical World (Ecology)</b>		
Standard 4.22: Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.		
i. Identify and describe natural features in the environment, and how natural resources are used	<ul style="list-style-type: none"> <li>• Song: I Am Part Of All I See</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Water</li> <li>• Natural Resources</li> </ul>	
j. Exhibit simple conservation behaviors	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	
<b>Technology</b>		
Standard 4.23: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.		
g. Demonstrate appropriate use and care of technological tools	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.	
h. Use technology as a tool for learning new information	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>	



## PRE-READING

### Sing a Rhyme Songs /Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; Zig Zag

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; 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

## 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?



## SUPPORT

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

## 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; 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

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](http://mentor.waterford.org) can be found in Spanish or with Spanish support.

## SONGS

### Beginning Math Songs

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

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

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

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

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

#### Comprehension and Vocabulary

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

### Readiness Skills Letters

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

### Phonological Awareness Letters

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

## WATERFORD MENTOR

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



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