

**99.5%**  
**Aligned**

# **Alignment**

## **January 2026**

**Waterford  
Early Learning:  
SmartStart / PreK**

**Connecticut Early  
Learning and  
Development  
Standards 2025**

This document provides a detailed alignment of **Waterford Early Learning** to **Connecticut Early Learning and Development Standards 2025**.

## Alignment Description

This document aligns Connecticut Early Learning and Development Standards 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](https://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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<b>Cognition (COG)</b>		
<b>Strand A: Early Learning experiences will support children to develop effective approaches to learning.</b>		
<b>A1. Curiosity and Initiative</b>		
SE D3: Builds confidence to take some risks in trying new behaviors/skills Shows motivation to seek information and overcome challenges	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 7 Pg. 141 Tool Workshop</li> </ul>
<b>A2. Engagement with Environment, People, and Objects</b>		
Engages in sustained exploration in topics of interest, using multiple methods for gathering information with adult support	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Story Time Activities</li> </ul>
<b>A3.Cooperation with Peers in Learning Experiences</b>		
Plans and practices turn-taking, listening, and sharing with others in group learning activities LL C1: Engages in extended conversation / discussion during play	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
<b>Strand B: Early Learning experiences will support children to use logic and reasoning.</b>		
<b>B1. Cause and Effect</b>		
Experiments with multiple uses of same materials, serving and reflecting on differing results		<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 7 Pg. 141 Tool Workshop</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>B2. Attributes, Sorting, and Patterns</b>		
Compares characteristics of objects, people, events (e.g., taller, louder, more, less)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry</li> <li>• Books: Buttons, Buttons</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 8 Flat or Solid?</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> </ul>
Uses familiar patterns or routines to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens</li> <li>• Calendar</li> <li>• Yesterday/Tomorrow</li> <li>• Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> <li>• Unit 1, Pg. 55 Schedule</li> </ul>
Seeks understanding by comparing and questioning information from different sources (e.g., when the teacher shares information with class, says, "But my dad says...")	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	
<b>B3. Problem Solving</b>		
Tries a few strategies to solve a problem and draws on different resources (e.g., looks at what a peer is doing for ideas); reflects on what worked and what didn't work	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>B4. Symbolic Representation</b>		
Occasionally uses objects that are not similar to represent other objects in play or performs an action with an imaginary object (e.g., use stirring action without anything in hand)	<ul style="list-style-type: none"> <li>• Soup's On</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
Engages in longer pretend play scenarios and recognizes the difference between pretend play and reality	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., draws a map of their room using simple shapes to represent objects)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>Strand C: Early Learning experiences will support children to strengthen executive function.</b>		
<b>C1. Choosing and Planning</b>		
Creates a plan for play or task that has goals and choices, then reflects on what they actually did	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples</li> <li>• Investigation</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>
<b>C2. Task Persistence</b>		
Completes longer term and more complex tasks with a focus on the goal, adjusting for mistakes and overcoming frustration	Waterford runs on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples</li> <li>• Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>C3. Cognitive Flexibility</b>		
Exhibits greater independence in adjusting thinking and behavior, based on changing situations. May support peers in adjusting, encouraging them to adapt and engage under new circumstances	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Expands pretend play by creating new scenarios, adapting to changes in roles and dilemmas, and considers others ideas	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
<b>C4. Working Memory</b>		
Waits turn and shares personal experience related to a topic of group discussion	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules on topics that encourage children to contribute personal experiences.	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> </ul>
Engages in games that involve remembering (e.g., lotto)	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>



Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>C4. Working Memory <i>continued</i></b>		
Remembers and follows basic rules, actions, or routines during daily activities or pretend play, sometimes needing adult prompts	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
Holds multiple play ideas in mind, recalling and building on past play events/schemes	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"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
<b>C5. Regulation of Attention</b>		
Engages in preferred and some nonpreferred activities for longer periods of time; remain with some high-interest activities 15 minutes or longer	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
Stays engaged in extended play schemes/scenarios and negotiates roles with peers	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>C6. Regulation of Impulses</b>		
Typically resists impulses during daily routines	<ul style="list-style-type: none"> <li>• Party Time</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> <li>• Teaching Children Manners</li> </ul>
Uses strategies they have learned to help wait for things they want (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Relationship Skills</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Social and Emotional Development (SE)</b>		
<b>Strand A: Early Learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.</b>		
<b>A1. Trusting Relationships</b>		
Seeks trusted adults or peers for support related to a social, emotional, or behavioral situation; may seek help or approval from less familiar adults in trusted roles (e.g., new teachers)	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Trusted Adults</li> <li>• Community Helpers</li> </ul>
<b>A2. Managing Separation</b>		
Explores new but predictable settings (e.g., a new playground, classroom, home settings, or store), and adapts to changes in new settings but may need to check in with preferred, trusted adults at times		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Trusted Adults</li> <li>• Community Helpers</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand B: Early Learning experiences will support children to develop self-regulation.</b>		
<b>B1. Regulation of Emotions and Behavior</b>		
With little prompting; seeks help as needed, talking about strategies with peers, family or teachers, attempts learned strategies to calm self across situations when dealing with upsetting emotions	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> </ul>
Expresses emotions in a way that aligns with the social norms of the setting (e.g., may cry more loudly at home then in a quiet setting, expressed excitement more loudly when outside)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 1, Pg. 4 Arrival and Toy Time</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
With adult support, identifies social norms and safety considerations that guide behavior including personal space	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> </ul>
<b>B2. Following Routines</b>		
Remembers and follows daily routines with little support and adjusts to minor changes in rules and routines	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Private Place</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand C: Early Learning experiences will support children to develop, express, recognize and respond to emotions.</b>		
<b>C1. Emotional Expression</b>		
Expresses and describes emotions and feelings clearly to trusted adults and peers, using language and social cues in line with developmentally appropriate expectations for the setting	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Lost Dinosaur</li> <li>• Squirrel Blocks</li> <li>• Clubhouse</li> <li>• Papa's Thumb</li> <li>• Lost Keys</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>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> </ul>
Understands that words, voice tone, and body language are a part of communicating and impact relationships	<ul style="list-style-type: none"> <li>• Books: Thump, Bump!; The Noise in the Night</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• My Family</li> <li>• Soup's On!</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Emotion Cards</li> <li>• Guess How I'm Feeling</li> <li>• Panda and Tornado</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>C2. Recognizing and Responding to Emotions</b>		
Shows empathy: Recognizes and acknowledges the feelings, needs, and rights of others (e.g., says “thank you”, shares with others, notices issues of fairness)	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Baby’s Blocks</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Please and Thank You</li> <li>• Teaching Children Manners</li> </ul>
Begins to understand that different people may have different emotional reactions and is learning to respond with empathy or appropriate behavior based on others’ feelings	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby’s Ball</li> <li>• Papa’s Thumb</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
<b>Strand D: Early Learning experiences will support children to develop self-awareness, self-concept and competence.</b>		
<b>D1. Sense of Self</b>		
Identifies self as an individual and as a part of a group; shares personal characteristics and roles within a group (e.g., “I’m -----’s big sister”, “I’m in -----’s class”)	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> <li>• My Name Is Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>D2. Personal Preferences</b>		
Describes self by referring to preferences, thoughts, feelings, and cultural characteristics; describes attributes of self and others	<ul style="list-style-type: none"> <li>Books: Lumpy Mush; Ooey, Gooley Mud; I Hate Peas; Bad News Shoes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> </ul>
<b>D3. Self-Concept and Competency</b>		
Shows pride in own actions/work and makes positive statements about self	<ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
Begins to take the social and personal results of their actions into consideration when making decisions	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Sketches</li> <li>Mama's Melody</li> <li>The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> </ul>
<b>Strand E: Early learning experiences will support children to develop social relationships.</b>		
<b>E1. Interacting with Adults</b>		
Uses behaviors aligned with setting expectations and routines with most adults; generally following directions, offering help, and is interested in responding to limits.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 6, Pg. 20 May I Help Game</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
<b>E2. Interacting with Peers</b>		
Cooperates with peers through sharing and taking turns and working together	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>E2. Interacting with Peers <i>continued</i></b>		
Shows a growing interest in peer interactions and friendships by adapting behavior to build and strengthen positive	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
Seeks help from peers and offers assistance when it is appropriate	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 6, Pg. 20 May I Help Game</li> <li>• Unit 6, Pg. 75 Grown-Up Manners</li> </ul>
<b>E3. Conflict Resolution</b>		
Engages in developing solutions to resolve conflicts with peers; listening, discussing solutions, compromising, and restoring relationships	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
Discusses strategies to resolve conflict; may suggest strategies when peers have a conflict	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>



Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Physical Development and Health (PDH)</b>		
<b>Strand A: Early Learning experiences will support children to develop gross motor skills.</b>		
<b>A1. Mobility</b>		
Alternates direction while running and stops without losing balance		<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul>
Navigates through home, school, and play environments with ease, balancing on one foot briefly, going up and down stairs, climbs, etc.	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: We All Exercise</li> <li>• Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 143 Builders and Bulldozers</li> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 233 Slide Like a Snail</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
<b>A2. Large Muscle Movement and Coordination</b>		
Combines more complex motor movements in a coordinated manner (e.g., climbs on playground equipment, gallops, skips, plays hopscotch, pumps a swing)		<ul style="list-style-type: none"> <li>• Unit 1, pg. 143 Builders and Bulldozers</li> <li>• Unit 3, pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 4, pg. 42 Birds on a Perch</li> <li>• Unit 5, pg. 233 Slide Like a Snail</li> <li>• Unit 6, pg. 53 Floating Robots</li> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>A2. Large Muscle Movement and Coordination <i>continued</i></b>		
Bends, dances, twists, walks on narrow surface while maintaining balance	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>
Peddles a wheeled toy and steers smoothly		<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 7, Pg. 238 Surfing the Waves</li> <li>Yoga Poster</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>
Throws overhand with accuracy for short distances, rotating body and shifting weight on feet	<ul style="list-style-type: none"> <li>Songs: Health</li> <li>Books: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
<b>Strand B: Early Learning experiences will support children to develop fine motor skills.</b>		
<b>B1. Visual Motor Integration</b>		
Coordinates movements to achieve a goal, (e.g., drawing and cutting a shape, stringing beads, buttoning)	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 56 Writing Letter A</li> <li>Unit 1, Pg. 60 Turn and Talk Matching</li> <li>Unit 1, pg. 114 Snip, Snip, Cut</li> <li>Unit 2, pg. 254 Polly Put the Kettle On</li> <li>Unit 3, pg. 314 Cutting Shapes</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>B2. Small Muscle Movements and Coordination</b>		
Uses controlled and coordinated movements to copy simple shapes, write some letters, cut out simple shapes, and fasten buttons	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> <li>• Read and Write Number Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
Uses a mature pencil grasp with three fingers on writing implement	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Writing Letter A</li> <li>• Unit 1, Pg. 60 Turn and Talk Matching</li> </ul>
<b>Strand C: Early Learning experiences will support children to acquire adaptive skills.</b>		
<b>C1. Feeding Routines and Nutrition</b>		
Uses a butter knife to spread and cut; opens most containers to remove food		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> </ul>
<b>C2. Safety and Decision Making</b>		
Understands the reason for most basic safety rules at home, in familiar settings and in the community	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 3, Pg. 334 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 337 Emergency!</li> <li>• Unit 3, Pg. 373 Trusted Adults</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>C3. Dressing and Hygiene</b>		
Usually handles own dressing, toileting and basic hygiene	<ul style="list-style-type: none"> <li>• Books: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>
<b>Strand D: Early Learning experiences will support children to maintain physical health status and well-being.</b>		
<b>D1. Physical Activity</b>		
Has increasing strength and endurance allowing them to actively engage in a total of 60 minutes of moderate to vigorous physical activity spread over the course of a day		<ul style="list-style-type: none"> <li>• Unit 6, pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 6, pg. 122 Obstacle Course</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>
<b>D2. Healthy Behaviors</b>		
Talks about healthy behaviors and why they are important	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Hand Washing and Snack</li> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Language and Literacy (LL)</b>		
<b>Strand A: Early Learning experiences will support children to understand language (receptive language).</b>		
<b>A1. Understanding Words</b>		
Understands different types of words that convey more specific information about objects, actions and attributes in real situations and symbolic contexts (e.g., books, pretend play)	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"> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
Figures out the meaning of unknown words/concepts using the context of conversations, pictures, or concrete objects	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"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
<b>A2. Understanding Language</b>		
Understands sentences that include three-four concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”) in the context of planned activities and/or interactive storytelling	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often listening to complex sentences and following multi-step directions.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>
Understands common language used to refer to objects, actions, and attributes, during conversations, when listening to and following directions, listening to stories, etc.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules as they develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand B: Early Learning experiences will support children to use language (expressive language).</b>		
<b>B1. Vocabulary</b>		
Uses a greater range and variety of specific words for objects, actions, and attributes encountered in real situations and symbolic contexts (e.g., books, pretend play)	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"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
Uses more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	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"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
<b>B2. Expression of Ideas, Feelings and Needs</b>		
Describes objects, events, and relationships in more detail (e.g., describes how things relate to each other using position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks; Large, Larger, Largest; Savanna Size</li> <li>• Books: Up in the Air</li> <li>• Vocabulary</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>B3. Language Structure</b>		
Uses basic grammar rules including subject verb agreement, tenses, regular and irregular past tense, irregular plurals	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar, with appropriate conversation rules, as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 20 May I Help Game</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>
Uses sentences that are more complex, combining phrases, using conjunctions (e.g., and, or, because) and generally using rules of grammar	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe</li> <li>• Vocabulary</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
<b>Strand C: Early Learning experiences will support children to use language for social interaction</b>		
<b>C1. Engaging in Conversation</b>		
Engages in longer conversations involving statements, questions, and answers about a topic	Social-emotional videos model conversations initiated by various characters as they develop ideas and ask and answer relevant questions.	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>C2. Language for Interaction</b>		
Uses language to share ideas and gain information	<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; I Want to Be a Mathematician Like Pythagoras</li> <li>Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
Makes connections between new information and prior knowledge in conversations	Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are Do I Have To? and It's Not Fair.	
Engages in discussions with adults and peers to resolve conflict, problem solve, negotiate, and plan	Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are Do I Have To? and It's Not Fair.	
<b>Strand D: Early Learning experiences will support children to gain book appreciation and knowledge.</b>		
<b>D1. Engaging with Text</b>		
Independently chooses to “read” books based on interests, including fiction and nonfiction	<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</li> <li>Early Readable Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> </ul>
Engages in conversations about text, asking and answering questions, and sharing connections from personal experience	<ul style="list-style-type: none"> <li>Find An Answer</li> <li>Picture Clues</li> <li>Sum Up: Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>



Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>D2. Understanding books (stories or informational text)</b>		
With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	<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> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>• Dramatic Play Activities</li> <li>• Story Time Activities</li> </ul>
Makes simple inferences about character motivation and/or predicts what might happen next in a story	<ul style="list-style-type: none"> <li>• Read with Me 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>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>• Story Time Activities</li> </ul>
Identifies main components of a story or text (the major plot points of a story or the main topic of an informational text)	<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> <li>• Step Into the Story</li> <li>• Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 112 Elephant Invitations</li> </ul>
Uses connections between self and character, experiences, and emotions to increase comprehension	<ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Step Into the Story</li> </ul>	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand E: Early Learning experiences will support children to gain knowledge of print and its uses.</b>		
<b>E1. Book Concepts</b>		
Know how books are read (e.g., left to right, top to bottom, front to back)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Early Readable Books (See titles at end of document.)</li> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
Uses the cover of a book to gain information about the book's content (e.g., looks at picture, asks what the title of the book is)	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
Knows that books have titles, authors, illustrators or photographers	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words tell about the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>E2. Print Concepts</b>		
Recognizes words as a unit of print and that letters are grouped to form words	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell about the Pictures</li> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Follows words from left to right with finger	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Distinguish Letters</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>E2. Print Concepts continued</b>		
Identifies some familiar printed words during play, even in new contexts (e.g., a word used during snack time that they now in the dramatic play area)	<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>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
Begins to use awareness of letter sounds to identify words in text	<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>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> </ul>
<b>E3. Letter Knowledge</b>		
Identifies the most common sounds and keywords beginning with those sounds for some letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Match</li> <li>• Distinguish Letters</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Story Time Activities</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
Recognizes and names at least half of the upper and lowercase letters of the alphabet, including letters in their first and last name and those they often see in learning environments	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand F: Early learning experiences will support children to develop awareness of the sounds of language.</b>		
<b>FI. Phonological Awareness</b>		
Produces rhyming words	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul>
Produces words with same initial sound	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/)</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Fl. Phonological Awareness continued</b>		
Distinguishes syllables in words	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5, Pg. 186 Listening Activity: Hairy Syllables</li> <li>• Unit 5, Pg. 196 Listening Activity: I Spy Syllables</li> <li>• Unit 5, Pg. 218: Listening Activity: Jumbled Syllables</li> </ul>
Identifies initial sounds in spoken words	<ul style="list-style-type: none"> <li>• Initial Sound</li> </ul>	
When provided with two sounds, is able to blend into a word ( E.g., /n/ and /o/ make "no")	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Single Syllable Letter Patterns</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand G: Early Learning experiences will support children to convey meaning through drawing, letters and words.</b>		
<b>G1. Drawing and Writing</b>		
Writes letter-like shapes to represent their name (e.g. signs in when arriving at school, puts name on artwork)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Tries to write or copy words that are meaningful to them (e.g., labeling a picture, making a sign or card), with early attempts at spelling. May use 1 letter for the initial or final sound to represent a whole word	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
Dictates a short story or message for an adult to write	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 2, Pg. 232 Journals: The Garbage Elves</li> </ul>
<b>Creative Arts (CA)</b>		
<b>Strand A: Early Learning experiences will support children to perform and create art.</b>		
<b>A1. Music Exploration and Expression</b>		
Creates new musical ideas with voices/ instruments (e.g., applies new words, adds instruments to a familiar song)	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word</li> <li>• Segmentation</li> <li>• Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>
Creates own music (e.g., hums, sings, creates rhythms, etc.)	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>A1. Music Exploration and Expression continued</b>		
Plays with familiar rhythms and patterns in a novel way (e.g., experiments with high/low pitch and loud/soft dynamics)	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 117 Jar Symphony</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word</li> <li>Segmentation</li> <li>Unit 5, Pg. 140 Grumble, Talk, or Screech</li> <li>Unit 6, Pg. 22 Find the Beat</li> <li>Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>
<b>A2. Visual Arts and Creative Exploration</b>		
Uses a variety of tools and materials to create original work to express individual creativity	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>
<b>A3. Drama: Role Play and Storytelling</b>		
Assumes elaborate roles in dramatic play (e.g., plays multiple roles or may stay in character for extended periods of time)	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>
Uses materials and props in unique ways and is creative in finding and using materials as props desired for dramatic play	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>A4. Dance: Movement and Physical Expression</b>		
Uses multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., uses movement to represent leaves falling off trees – sways arms, wiggles fingers, stretches, falls to ground)	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>Strand B: Early Learning experiences will support children to respond and connect to the arts.</b>		
<b>B1. Responding and Connecting to Music</b>		
Describes similarities and differences in music selections	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 256 Polly's Tea</li> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 3, Pg. 361 Fire Painting</li> <li>• Unit 3, Pg. 368 Shades of Paint</li> <li>• Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>B2. Responding and Connecting to Visual Arts</b>		
Observes and discusses visual art forms and compares similarities and differences (e.g., uses a lot of colors and the paint is thick; sculpture is bumpy)	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center; Dramatic Play Center</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
<b>B3. Responding and Connecting to Dance</b>		
Recognizes an emotion expressed in a dance movement	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>• Unit 1, Pg. 103 Instrument Chairs</li> <li>• Unit 4, Pg. 57 Self-Control Musical Instruments</li> <li>• Unit 6, Pg. 85 Storytelling with Instruments</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>



Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>B4. Responding and Connecting to Dramatic Arts</b>		
With guidance, identifies the emotional responses of characters in dramatic play, role playing and story telling	<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>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 2, Pg. 190 Dramatic Play: Junkyard</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 7, Pg. 134 Dramatic Play: Architect's Office</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
<b>Mathematics (M)</b>		
<b>Strand A: Early Learning experiences will support children to understand counting and cardinality.</b>		
<b>A1. Number Names</b>		
Recites numbers up to at least 20	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Recites numbers forward beginning with any number between 1 and 10	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>A2. Cardinality</b>		
Counts up to ten objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• One-to-one Correspondence</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
Count out a set of objects up to 5	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Books</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> </ul>
<b>A3. Written Numerals</b>		
Recognize written numerals up to at least 10	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> </ul>
Writes numbers 1-5 in the context of experiences, (e.g., child writes 3 when a friend in dramatic play wants to buy 3 apples)	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Number Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 45 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
<b>A4. Recognition of Quantity</b>		
Quickly recognizes and names, without counting, the number of objects in collections of up to at least 5 items	<ul style="list-style-type: none"> <li>• Moving Target (Dot)</li> <li>• Bug Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>A5. Comparison</b>		
Compares sets of up to ten objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Books: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> </ul>
Can identify which of the written numerals 1-5 is more or less	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Books: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 105 Quantities to 10</li> </ul>
<b>Strand B: Early Learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).</b>		
<b>B1. Number Operations</b>		
Uses real-world situations and concrete objects to add (e.g., putting together) and subtract (e.g., taking away) problems up through 5	<ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars</li> <li>• Books: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 6, pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>B1. Number Operations continued</b>		
Can compose number combinations up to at least 5 (e.g., recognize how many have been secretly taken away from a group of 5 objects)	<ul style="list-style-type: none"> <li>• Sums to 5</li> <li>• Add Groups</li> <li>• Minuends to 5</li> <li>• Subtract From 5</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 210 Counting to 8 in Relation to 5</li> <li>• Unit 7, pg. 247 How Many Are Hiding?</li> </ul>
<b>Strand C: Early Learning experiences will support children to understand the attributes and relative properties of objects.</b>		
<b>C1. Measurement</b>		
Compares 2 or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Books: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> <li>• Length</li> <li>• Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
Begins to use strategies standard and nonstandard measurement tools to measure the length or height of objects	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Weight</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 200 Which Cup Holds More?</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
<b>C2. Data</b>		
Represent data using a concrete object, pictures, or tally marks	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>C3. Sorting, Classifying, and Patterning</b>		
Sorts a set of objects on the basis of 1 feature (e.g., size or color) and is able to switch and describe the sorting rule	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry</li> <li>• Books: Buttons, Buttons</li> <li>• Sort</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 338 Sort It Out</li> <li>• Unit 3, Pg. 358 Fancy Shapes</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
Creates, extends, and/or duplicates simple repeating patterns with objects, numbers, sounds and movements (e.g., ABAB, AABAAB, ABCABC, ABBABB patterns)	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 38 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg. 59 ABC Patterns</li> </ul>
<b>Strand D: Early Learning experiences will support children to understand shapes and spatial relationships.</b>		
<b>D1. Spatial Relationships</b>		
Uses relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>D2. Identification of Shapes</b>		
Identifies and describes a variety of two-dimensional and three-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Rhombus, Octagon</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 375 Shape Hunt</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<b>D3. Composition of Shapes</b>		
Completes a shape puzzle or a new figure by putting multiple shapes together with purpose	<ul style="list-style-type: none"> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>• Unit 3, Pg. 348 Friday Story: The Perfect Square</li> <li>• Unit 3, Pg. 367 Shapes Mural</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>
<b>Science (S)</b>		
<b>Strand A: Early Learning experiences will support children to apply scientific practices.</b>		
<b>A1. Questioning and Defining Problems</b>		
Defines a problem to be solved, including details and restrictions (e.g., "We need to make something for the bird food, but we have to hang it so the squirrels can't get it")	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 3, Pg. 347 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• Unit 6, Pg. 120 Journal Prompt: A Problem I Solved</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>A2. Investigating</b>		
Plans and carries out investigations with increasing purpose and organization (e.g. designing ramps of different heights, testing how far objects travel and documents results with drawing or graphs)	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; The Five Senses</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
<b>A3. Using Evidence</b>		
Gives evidence from observations or investigations	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?</li> </ul>
Begins to distinguish evidence from opinion	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Books: Milton's Mittens; One More Cat</li> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?</li> </ul>
<b>Strand B: Early Learning experiences will support children to engage in the process of engineering.</b>		
<b>B1. Design Cycle</b>		
With adult support, Identifies a problem with an item or process, defines what is not working and creates a new design, tests out various solutions and refines design elements	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand C: Early Learning experiences will support children to understand patterns, process and relationships of living things.</b>		
<b>C1. Unity and Diversity of Life</b>		
Groups and classifies living things based upon features, providing evidence to support groupings	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
Demonstrates an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
<b>C2. Living Things and Their Interactions with the Environment and Each Other</b>		
Describes how animals depend on plants and other animals for food	<ul style="list-style-type: none"> <li>• Songs: Food from Plants; What Animals Eat</li> <li>• Books: Follow the Apples!</li> <li>• Food from Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> </ul>
<b>Strand D: Early Learning experiences will support children to understand physical sciences.</b>		
<b>D1. Energy, Force and Motion</b>		
Make predictions and conduct simple experiments to change direction, speed and distance objects move	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Push and Pull</li> <li>• Books: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>
Determine cause and effect of push/pull/ collision that makes objects, start, stop and change direction	<ul style="list-style-type: none"> <li>• Songs: Push and Pull</li> <li>• Books: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>



Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>D2. Matter and its Properties</b>		
Evaluates the appropriateness of a material for a given purpose based upon its properties	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> </ul>
Observes how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside; plastic becomes brittle when it is left outside in the cold.)	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Solid or Liquid</li> <li>• Books: Pancakes Matter</li> <li>• Solid and Liquid</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 3, Pg. 335 Exploring Water</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 3</li> </ul>
<b>Strand E: Early Learning experiences will support children to understand features of earth.</b>		
<b>E1. Earth's Features and the Effects of Weather and Water</b>		
Gives examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like, a Book About Seasons; I Want to Be a Scientist Like Joanne Simpson</li> <li>• Weather</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<b>E2. Earth and Human Activity</b>		
Explores how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)	<ul style="list-style-type: none"> <li>• Songs: I am Part of All I See, Conservation, Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Social Studies (SS)</b>		
<b>Strand A: Early Learning experiences will support children to understand self, family and a diverse community.</b>		
<b>A1. Individual Development and Identity</b>		
Understands that there are similarities and differences among people and families	<ul style="list-style-type: none"> <li>Books: Mine; Moving Day; George and Jack; Seeing Fingers; Noise? What Noise?</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>A2. Culture</b>		
Understands that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Books: The Story Cloth; Treasures From the Loom; Lorenzo's Llama; Duc Tho Le's Birthday Present; Moving Day; Yangshi's Perimeter; Tortillas, Tortillas</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>Strand B: Early Learning experiences will support children to learn about people and the environment.</b>		
<b>B1. Rules and Responsibilities</b>		
Identifies rules and understands reasons for rules and laws in the home, cultural community, and/or classroom	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Good Playing Rules</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>B2. People, Places and Environments</b>		
Understands that people have a responsibility to take care of the environment through active participation in activities such as recycling	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; I am Part of All I See; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, Pg. 31 Clean Up and Center Review</li> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 2, Pg. 232 Wash the Tables!</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> </ul>
Describes, draws or constructs aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 225 Where We Are</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>
<b>B3. Contributing in a Democratic Society</b>		
Completes jobs and shows an understanding of why certain responsibilities are important and participates in responsibilities at home, classroom, or community (e.g., cleaning up, caring for pets)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 1, Pg. 31 Clean Up and Center Review</li> <li>• Unit 2, Pg. 214 Garbage Elves</li> <li>• Unit 2, Pg. 232 Wash the Tables!</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 346 Journal Prompt: My Job</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.</b>		
<b>C1. Individuals, Groups and Institutions</b>		
Shows an awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	<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; I Want to Be a Mathematician Like Pythagoras; My Reptile Hospital</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> <li>Unit 6, Pg. 69 Dramatic Play: Post Office</li> <li>Unit 7, Pg. 168 Dramatic Play: Dentist's Office</li> </ul> <p><b><u>Family Resources in English or Spanish</u></b></p> <ul style="list-style-type: none"> <li>Community Helpers</li> <li>I Love My Hat</li> <li>Role Play</li> </ul>
<b>C2. Economic Systems and Concepts</b>		
Understands of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	<ul style="list-style-type: none"> <li>Songs: Money; Save Your Pennies</li> <li>Books: Bugs For Sale; Fudge For Sale</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
Identifies the difference between wants and needs	<ul style="list-style-type: none"> <li>Books: Everybody Needs to Eat; Plants and Animals Need Air; Animals Need Water</li> </ul>	
<b>C3. Science, Technology and Society</b>		
Recognizes that different tools and technology have an impact on our lives	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touchpad, monitor) and learn to use them properly.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 4, Pg. 54 Help the Birds</li> </ul>

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
<b>Strand D: Early Learning experiences will support children to understand change over time.</b>		
<b>D1. Time, Continuity and Change</b>		
Understands past, present, and future as it relates to one's self, family, and community	<ul style="list-style-type: none"> <li>• Books: I Can't Wait; The Old Maple Tree</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>
Demonstrates a beginning understanding of change over time through discussing, representing or playing, about their own growth and family history	<ul style="list-style-type: none"> <li>• Songs: Seasons</li> <li>• Books: That's What I Like: A Book About Seasons; I Can't Wait</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</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 / 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

### Early Readable Books

At Bat / The Map / Rad Dad / My Tam-Tam / Go, Cam! / Pop / The Hot Pot / A Kit for the Pit / Big Dog Dot / A Big Win / I See You

## Basic Reading

### Traditional Tales & Stories

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

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? / Dev 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? / 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? / Dev 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

### Informational Books

The Piñata Book / Discovering Dinosaurs / Treasures from the Loom / The Courage to Learn / Bee's Secret / Sound / White-tailed Deer / Water / Winter Snoozers / Amazing Tails / The Pizza Book

### Readable Books

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

### Readable Story Sentences

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 and 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 and Science

### Math and Science Books

One More Cat / Can You Guess? A Story for Two Voices / 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 / Navajo Beads / Where in the World Would You Go Today? / I Want to Be a Scientist Like Wilbur and Orville Wright

## Fluent Math and Science

### Math and 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 X1 / 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



### Support

*Professional Services offers a continuum of customizable services. [Learn more 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.



## Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→family.waterford.org](https://family.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/UCqWz8pR8p8p8p8p8p8p8p8p8).

## 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 Family

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