

CURRICULUM *Correlation*

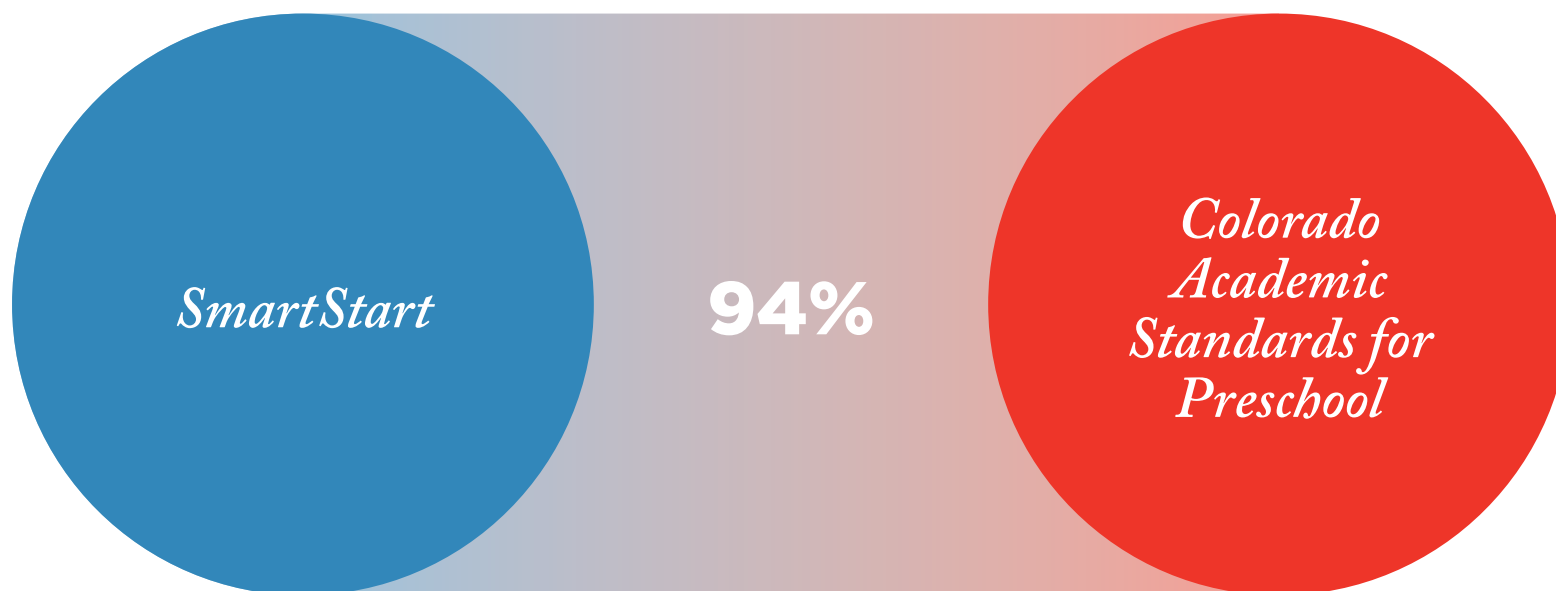


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This document provides a detailed correlation of WATERFORD SMARTSTART to the COLORADO ACADEMIC STANDARDS FOR PRESCHOOL.

This correlation includes all SmartStart components.

DIGITAL RESOURCES

SmartStart PreK Courseware The heart of SmartStart is a personalized, daily online sequence that provides engaging, interactive, research-based instruction fully aligned with national early childhood standards. Reports, keyed to the framework, provide real-time data to teachers seeking to monitor the progress of their students as they progress through the SmartStart sequence. Most lessons in SmartStart include a song or book, introduction, instruction, practice, assessment and, at times, extension activities. Teachers can search in the Manager by the lesson name provided in this correlation.

Classroom Advantage Teachers have the option of using Classroom Advantage, Waterford's whiteboard tool, to create collaborative small- and large-group activities targeted to specific learning objectives and perfectly suited to Response to Intervention (RTI). Indeed, decades of research studies have repeatedly demonstrated that SmartStart's curriculum yields significant learning gains for at-risk students and Dual Language Learners.

PRINT RESOURCES

SmartStart Teacher Guide The SmartStart Teacher Guide provides practical and pedagogical support for PreK providers, with weekly lesson plans, supplements for both enrichment and remediation, and professional development tips on everything from setting up the classroom to handling transitions.

SmartStart Activity Library The curriculum includes over 500 classroom-ready, center-based, and whole-class activities. Accompanying masters and manipulatives round out everything you need for an effective, research-based curriculum that addresses the needs of the whole child. Practice pages are available in Spanish and in English.

Within the correlation document, examples of classroom activities are listed. Since SmartStart is a completely integrated curriculum, all activities will meet multiple standards.

FAMILY ENGAGEMENT RESOURCES

Homelink Connection For those classrooms anxious to reach out to parents and caregivers, SmartStart's family DVDs and HomeLink newsletters keep parents informed about what is happening in the classroom. These materials also offer a roster of fun and easy activities families can do with their child to reinforce foundational skills. HomeLink newsletters are available in Spanish and in English.



SUPPORT

Professional Development provides schools and teachers with top-notch professional learning to show teachers how to integrate all of these tools into the developmental building blocks most important for a preschool child's immediate and long-term success.



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
PHYSICAL EDUCATION			
1. MOVEMENT COMPETENCE AND UNDERSTANDING			
1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space			
a. Move safely in a large group without bumping into others or falling while using locomotor skills (DOK 1-2)		<ul style="list-style-type: none"> • Bumper Bubbles • Personal Space Circle • Discovering Pathways in Space 	
b. Travel forward and sideways while changing directions quickly in response to a signal (DOK 1-2)		<ul style="list-style-type: none"> • Discovering Pathways in Space • Giraffes Can't Dance • Flower Gallop Relay • Footprints and Snowflakes • Fun in the Snow • Listen to the Beat • Music Movement • Run, Run! Shade or Sun 	
c. Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns (DOK 1-2)		<ul style="list-style-type: none"> • Birds on a Perch 	
d. Move with even and uneven rhythms (DOK 1-2)		<ul style="list-style-type: none"> • Builders and Bulldozers • Animals Move It, Move It! • Bumper Bubbles • Surfing the Waves • Flower Gallop Relay • Birds on a Perch • Catching Objects • Fox in a Box 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space <i>continued</i>			
e. Perform movements to the rhythm of music (DOK 1-3)	<ul style="list-style-type: none"> • Sing a Rhyme Songs • Sing Around the World Songs • ABC Songs • Number Songs • Counting Songs 	<ul style="list-style-type: none"> • Animals Move It, Move It! • Bumper Bubbles • Surfing the Waves • Barnyard Dance • Scarf Play • I Am a Clown! • Music Movement • Giraffes Can't Dance • Footprints and Snowflakes • Red, Red Robin • Dancing with Props • Discovering Pathways in Space 	
2. Demonstrate balance			
a. Explore balancing on different body parts at different levels, becoming “like” a statue while making symmetrical and nonsymmetrical shapes (DOK 1-3)		<ul style="list-style-type: none"> • Still and Silent Ninjas • We're Standing On One Foot! • Birds on a Perch 	
b. Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward and in front of by using the body and an object (DOK 1-2)		<ul style="list-style-type: none"> • Here Kitty, Kitty • Where are the Bears? 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. PHYSICAL AND PERSONAL WELLNESS			
1. Recognize the positive feelings experienced during and after physical activity			
a. Participate in activities that increase the heart rate (DOK 1)		<ul style="list-style-type: none"> Animals Move It, Move It! Bumper Bubbles Surfing the Waves Barnyard Dance Scarf Play I Am a Clown! Music Movement Giraffes Can't Dance Footprints and Snowflakes Red, Red Robin Dancing with Props Discovering Pathways in Space 	
b. Participate in activities that require stretching the muscles (DOK 1)		SmartStart includes many movement activities that can also begin with stretching of muscles. Unit 5 is all about physical activity and taking care of one's body. See the Teacher Guide for more details.	
c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety (DOK 1-2)	<ul style="list-style-type: none"> We all Exercise book Exercise and Rest Germes Avoid Germes and Prevent Illness Classroom Advantage Only <ul style="list-style-type: none"> Health Song Health Unit Health Experiment Activity 	<ul style="list-style-type: none"> Vertebrates: Dem Bones Fun in the Sun Smoke Rises—So Crawl! Thumbs Up, Thumbs Down 	
3. EMOTIONAL AND SOCIAL WELLNESS IN PHYSICAL EDUCATION			
There are no expectations at this grade level in this standard.			



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
4. PREVENTION AND RISK MANAGEMENT			
1. Apply safe practices, rules, and procedures			
a. Demonstrate safety awareness when purposefully using materials (DOK 1-2)		Throughout the SmartStart curriculum, children have multiple opportunities to use a variety of materials, such as scissors. See Teacher Guide for guidance on introducing children to centers.	
b. Participate in activity without colliding into other students (DOK 1-2)		<ul style="list-style-type: none"> • Personal Space Circle • Bumper Bubbles • Surfing the Waves • Barnyard Dance • Scarf Play • I Am a Clown! • Music Movement • Giraffes Can't Dance • Footprints and Snowflakes • Red, Red Robin • Dancing with Props • Discovering Pathways in Space 	
c. Identify proper footwear for physical education (DOK 1)		SmartStart's health and physical development strand has two primary goals: to teach children the basics of health and safety and to build motor skills. Children learn about healthy habits and important safety rules. Although there is not a specific activity related to the proper footwear, teachers should always monitor the use of proper footwear and are encouraged to discuss safety awareness with children.	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
COMPREHENSIVE HEALTH			
2. PHYSICAL AND PERSONAL WELLNESS			
1. Develop self-management skill and personal hygiene skills to promote healthy habits			
a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and dressing appropriately for the weather (DOK 1-3)	<ul style="list-style-type: none"> We all Exercise book Exercise and Rest Germes Avoid Germes and Prevent Illness Classroom Advantage Only <ul style="list-style-type: none"> Health Song Health Unit Health Experiment Activity 	SmartStart's health and physical development strand has two primary goals: to teach children the basics of health and safety and to build motor skills. Children learn about healthy habits and important safety rules, as well as work on fine motor skills (such as hand strength and dexterity) and gross motor skills (such as coordination and balance). See the Teacher Guide and Activity Library for details. <ul style="list-style-type: none"> Wash Those Germes Away! Bath Time Happy Tooth, Sad Tooth Power-Up Breakfast Try for Five 	Activities suggested in the Homelink Newsletters provide multiple opportunities for children to develop motor skills and healthy habits.
3. EMOTIONAL AND SOCIAL WELLNESS IN HEALTH			
There are no expectations at this grade level in this standard.			
4. PREVENTION AND RISK MANAGEMENT			
1. Identify ways to be safe while at play			
a. State how to be a safe pedestrian (DOK 1-3)			
b. Identify ways to reduce injuries on the playground (DOK 1)		<ul style="list-style-type: none"> Unit 2, Week 4—I Take Care of My Body Vertebrates: Dem Bones Fun in the Sun 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
READING, WRITING & COMMUNICATING			
1. ORAL EXPRESSION AND LISTENING			
1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities			
a. Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications	<ul style="list-style-type: none"> All Sorts of Laundry song Buttons, Buttons book Sort Weather Graph: 1, 2, 3 Observe a Simple System 	<ul style="list-style-type: none"> Insect and Spider Numbers Sort by Texture Teddy Bear Contest Trash or Garbage Worm Sort 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math
b. Begin to identify and use special concepts (first/last, over/under, etc.)	<ul style="list-style-type: none"> Songs: Position; Get Over the Bugs; Up in the Air Over, Under, and Through Top, Beside, and Bottom Above, Below, Next to, On First, Middle, Last Over, Under, Above, Below Inside, Outside, Between Build with 3D Shapes 	<ul style="list-style-type: none"> First, Next, Last Here, Kitty, Kitty Little Miss Muffet: Curds and Whey Playing with Shapes Set the Table Unit Blocks Where are the Bears? 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math
c. Demonstrate use of vocabulary in oral language to express ideas and events	Students continually follow instructions in order to complete activities in SmartStart. Each activity has unique interactions, requiring the student to listen carefully and respond promptly. Sometimes the interactions include reading or speaking aloud. These activities help expand vocabulary.	<ul style="list-style-type: none"> Polly's Tea party TV Stars Do You Have? Find Someone Who Has... Barnyard Dance I Am a Clown Old Lady's Animals Telephone Game Dramatic Play center activities 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading Math Science
d. Begin to understand that everyday words such as "cold" relate to extended vocabulary words such as "chilly"	SmartStart exposes children to a varied and increasingly complex set of academic vocabulary related to literature, math, science and social studies. Read with Me Books Sing a Rhyme Songs/Books	See "Reading with Preschool Children" in the SmartStart Teacher Guide: Book 1.	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading Math Science



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. Listening and comprehension skills are required to be clearly understood			
a. Use language to express ideas in complete sentences (with support of sentence stems as needed)	<ul style="list-style-type: none"> Letters Make Words Read with Me Books 	See “Reading with Preschool Children” in the SmartStart Teacher Guide: Book 1. <ul style="list-style-type: none"> Find Someone Who Has... 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading DVDs
b. Recite songs, poems, and stories with repeated rhyme	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Sing Around the World Songs 		
c. Listen with comprehension, and follow two-step directions	<ul style="list-style-type: none"> SmartStart Courseware 	<ul style="list-style-type: none"> Activity Centers 	
d. Remember spoken information for a short period of time	<ul style="list-style-type: none"> SmartStart Courseware Memorization Skills 	<ul style="list-style-type: none"> What’s Missing? I Love My Hat Do You Have? Board Game 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading
3. Early knowledge of phonemic awareness is the building block of understanding language			
a. Recognize patterns of sounds in songs, storytelling, and poetry	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Sing Around the World Songs 	See “Reading with Preschool Children” in the SmartStart Teacher Guide: Book 1.	<ul style="list-style-type: none"> My Backpack App DVDs
b. Understand that words are made up of one or more syllables	<ul style="list-style-type: none"> Syllable Pre-assessment Syllable Post-assessment Syllable Safari Take Away Syllables 1 Take Away Syllables 2 Take Away Syllables Assessment (1-6) 	<ul style="list-style-type: none"> At Camp: Syllable Awareness Baby’s Birthday: Syllable Awareness Five: Combining Syllables Seasons Syllables 	<ul style="list-style-type: none"> My Backpack App DVDs
c. Recognize rhyming words and alliterations	<ul style="list-style-type: none"> Rhyme Instruction (1 and 2) Sing a Rhyme Songs Sind Around the World Songs 	<ul style="list-style-type: none"> Long Lewie Jumbled 	<ul style="list-style-type: none"> My Backpack App DVDs



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. Early knowledge of phonemic awareness is the building block of understanding language <i>continued</i>			
d. Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound)	<ul style="list-style-type: none"> Initial Sound Final Sound Initial and Final Sound Identification Rhyme Blend Onset/Rime 1 (Color Mixing) Blend Onset/Rime 2 (Puzzle Pieces) Finish the Picture Blending Riddles: Onset/Rime Blending Dragon 	<ul style="list-style-type: none"> Magnifying Glass: Blend Onsets with Rimes New: Blend Onsets with Rimes Opposites: Blend Onsets with Rimes Pairs: Blend Onsets with Rimes 	<ul style="list-style-type: none"> My Backpack App DVDs
2. READING FOR ALL PURPOSES			
1. Print conveys meaning			
a. Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right)	<p>All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. The following lessons highlight text for the learner which helps show the sequence of print:</p> <ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Sing Around the World Songs 	<p>SmartStart's language strand focuses on oral production of language, encompassing both listening and speaking. Skills include listening comprehension, following spoken directions, attending to spoken words, speaking clearly, retelling stories, following grammar conventions, and using basic conversation skills. See "Reading with Preschool Children" in the SmartStart Teacher Guide: Book 1.</p>	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading My Backpack App DVDs
b. Recognize print in the environment	<p>SmartStart Early Reading and Classroom Advantage both provide activities that teach phonological awareness. The activities progress from chunks of sounds to hearing and manipulating individual phonemes. Examples of specific activities are:</p> <ul style="list-style-type: none"> Letters Make Words Print Concepts Distinguish Letters Words in Your World song 	<ul style="list-style-type: none"> Word Hunt Word Walk 20 Power Word practice pages 10 Decodable Word activities This Little Pig: Standing Sentence 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Print conveys meaning <i>continued</i>			
c. Recognize that printed material conveys meaning and connects to the reader's world	<ul style="list-style-type: none"> • Opposites • Sort • Letters Make Words • Distinguish Letters • Print Directionality • Print Concepts 	<ul style="list-style-type: none"> • Center Activities • Daily Routines 	
d. Use and interpret illustrations to gain meaning	<ul style="list-style-type: none"> • Words Tell About Pictures • Picture Clues Classroom Advantage Only <ul style="list-style-type: none"> • Peek at the Story 	<ul style="list-style-type: none"> • Eric Carle's ABC • One Elephant Went Out to Play: Check My Guess • Framer in the Dell: Word Mixup • Mother, Mother, I am Ill: Check My Guess • Jumbled 	
e. Make predictions based on illustrations or portions of story or text	Classroom Advantage Only <ul style="list-style-type: none"> • Peek at the Story 	<ul style="list-style-type: none"> • One Elephant Went Out to Play: Check My Guess • Ten Little Goldfish: Counting Fish • Mother, Mother, I am Ill: Check My Guess • Jumbled 	
f. Generate a picture or written response to a read-aloud that identifies the who or what of the story or text	<ul style="list-style-type: none"> • What Comes Next?: Hey Diddle, Diddle; Ten Little Goldfish; Little Miss Muffet; This Little Piggy; Itsy Bitsy Spider • Sing a Rhyme Books & Songs: See titles at the end of document. • Baby's Birthday • Do You Know Who I Am? Classroom Advantage Only <ul style="list-style-type: none"> • Compare Characters • Find an Answer • Peek at the Story 	<ul style="list-style-type: none"> • Mary Had a Little Lamb: Lamb Hand Craft • Who Has an Itch? • Journal Writing activities • Activity Center—Writing 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. WRITING AND COMPOSITION			
1. Pictures express ideas			
a. Draw pictures to generate, represent, and express ideas or share information	<ul style="list-style-type: none"> Make a Scene (Aa-Zz) 	SmartStart focuses on the skills students need to communicate and to convey meaning. Centers and activities provide creative ways for children to practice writing to convey meaning. See Activity Library and Teacher Guide for more details.	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading
b. Orally describe or tell about a picture	<ul style="list-style-type: none"> Print Concepts Letters Make Words Read with Me Books Sing a Rhyme Songs/Books Sing Around the World Songs 	See Activity Library and Teacher Guide for details on the many writing activities.	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading
c. Use shapes, letter-like symbols, and letters to represent words or ideas	<ul style="list-style-type: none"> Letter Picture Writing (A-Z, a-z) Letter Pictures (A-Z, a-z) 	<ul style="list-style-type: none"> Journal activities Power Words cards masters Roll a Power Word sheets Power Word practice pages Writing Center activities 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading
d. Dictate ideas to an adult	<ul style="list-style-type: none"> Letter Picture Writing (A-Z, a-z) Letter Pictures (A-Z, a-z) 	<ul style="list-style-type: none"> Journal activities Power Words cards masters Roll a Power Word sheets Power Word practice pages Writing Center activities 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading
2. Letters are formed with accuracy.			
a. Begin to develop proper pencil grip when drawing or writing	<ul style="list-style-type: none"> Letter Picture Writing (A-Z, a-z) Letter Pictures (A-Z, a-z) 	<ul style="list-style-type: none"> Pencil Grip Journal activities Power Words cards masters Roll a Power Word sheets Power Word practice pages Writing Center activities 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. Letters are formed with accuracy <i>continued</i>			
b. Write and recognize letters in own name	<ul style="list-style-type: none"> What's Your Name? 	<ul style="list-style-type: none"> Letter Match Name Magnets Letter Sort ABC Scrapbooks Grown Up Name Tags 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Reading My Backpack App
4. RESEARCH AND REASONING			
1. Relevant information is different from non-relevant information			
a. Understand the difference between a question and a statement	<p>The wide variety of tasks and engaging activities in SmartStart provide multiple opportunities for students to use their imagination and to experiment with new ideas and solutions to problems.</p> <ul style="list-style-type: none"> Marmot Basket I Want to Be a Scientist The Perfect Present <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> Sentence Marks song Sentence Marks Expression Instruction: Questions Ask a Question: Goldilocks and the Three Bears 		<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math Science
b. Begin to identify key features of reality versus fantasy in stories, pictures, and events	<ul style="list-style-type: none"> Pretend Play video Read with Me Books Sing a Rhyme Songs/Books Sing Around the World Songs <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> Traditional Tales 		
c. Identify information that is relevant		<ul style="list-style-type: none"> Plant or Animal Sort Inventor's Notebook What Makes a Bird? Ask the Librarian Guess My Rule 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Relevant information is different from non-relevant information <i>continued</i>			
4. Use past knowledge to build new knowledge.	Classroom Advantage Only <ul style="list-style-type: none"> Build Knowledge: Lizard and the Painted Rock Build Knowledge: Mr. Lucky Straw Build Knowledge: La Tortuga 	<ul style="list-style-type: none"> Chrysanthemum I Touch My Nose Like This: Follow Me 	
5. Know that problems can be identified and possible solutions can be created.	<p>The wide variety of tasks and engaging activities in SmartStart provide multiple opportunities for students to use their imagination and to experiment with new ideas and solutions to problems.</p> <ul style="list-style-type: none"> Marmot Basket I Want to Be a Scientist Musical Mayhem The Perfect Present 	<ul style="list-style-type: none"> Unit 7—I Wonder Unit 8—I’m a Team Player Unit 9—I’m Ready for Kindergarten Will It Fly? Questions for the Librarian The Telephone Game 	
2. Problems can be identified and possible solutions can be created			
a. Generate questions and investigate answers about topics of interest	<p>The wide variety of tasks and engaging activities in SmartStart provide multiple opportunities for students to use their imagination and to experiment with new ideas and solutions to problems.</p> <ul style="list-style-type: none"> Marmot Basket I Want to Be a Scientist Musical Mayhem The Perfect Present 	<ul style="list-style-type: none"> Unit 7—I Wonder Unit 8—I’m a Team Player Unit 9—I’m Ready for Kindergarten Humpty Dumpty Egg Fun 	
b. Gather relevant information and apply it to their problem-solving process or current event		<ul style="list-style-type: none"> Unit 7—I Wonder Unit 8—I’m a Team Player Unit 9—I’m Ready for Kindergarten Questions for the Librarian 	
c. Seek and generate alternative approaches to solving problems		<ul style="list-style-type: none"> Unit 7—I Wonder Unit 8—I’m a Team Player Unit 9—I’m Ready for Kindergarten Humpty Dumpty Egg Fun Questions for the Librarian 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
MATHEMATICS			
1. NUMBER SENSE, PROPERTIES, AND OPERATIONS			
1. Quantities can be represented and counted			
a. Count and represent objects including coins to 10 (PFL)	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books • One-to-One Correspondence • Count on by 1 • Make and Count Groups 1-5 • Make and Count Groups 6-10 	<ul style="list-style-type: none"> • How Many Muffins? • Grab and Match • Ten Little Goldfish 	<ul style="list-style-type: none"> • Homelink Newsletters – Math • My Backpack App • Math Sing-Along DVDs
b. Match a quantity with a numeral	<ul style="list-style-type: none"> • Counting Puzzle: 1-10, 11-20 • Dot to Dot: 1-10, 0-9, 6-15, 11-20 • Number Songs • Counting Songs • Math Books • Number Trace (iPad only) • Bug Bits 	<ul style="list-style-type: none"> • Compose Numbers • Going Fishing • Number Beads • Weekly Read and Write • Number activities • Scorecard • Shape Count • Practice Pages 	<ul style="list-style-type: none"> • Homelink Newsletters – Math • My Backpack App • Math Sing-Along DVDs
2. PATTERNS, FUNCTIONS, AND ALGEBRAIC STRUCTURES			
Expectations for this standard are integrated into the other standards at preschool through third grade.			
3. DATA ANALYSIS, STATISTICS, AND PROBABILITY			
Expectations for this standard are integrated into the other standards at preschool through kindergarten.			
4. SHAPE, DIMENSION, AND GEOMETRIC RELATIONSHIPS			
1. Shapes can be observed in the world and described in relation to one another			
a. Match, sort, group and name basic shapes found in the natural environment	<ul style="list-style-type: none"> • Geometry & Spatial Sense • Songs: Kites • Shapes • Build with 3D Shapes • DA Shapes 	<ul style="list-style-type: none"> • Circles and Sides • Corners and Sides • Fancy Shapes • Simple Shapes 	<ul style="list-style-type: none"> • Homelink Newsletters – Math



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Shapes can be observed in the world and described in relation to one another <i>continued</i>			
b. Sort similar groups of objects into simple categories based on attributes	<ul style="list-style-type: none"> All Sorts of Laundry song Buttons, Buttons book Sort Weather Graph: 1, 2, 3 Observe a Simple System 	<ul style="list-style-type: none"> Insect and Spider Numbers activity and master Sort by Texture Teddy Bear Contest Trash or Garbage Worm Sort 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math
c. Use words to describe attributes of objects	<ul style="list-style-type: none"> Big and Little Heavy and Light Tall and Short Order by Size Length Capacity 	<ul style="list-style-type: none"> Measuring Noodles Noodle Lengths Order it Up! Rainbow Density Jar Size Sorting Station 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math
d. Follow directions to arrange, order, or position objects	<ul style="list-style-type: none"> Songs: Position; Get Over the Bugs; Up in the Air Over, Under, and Through Top, Beside, and Bottom Above, Below, Next to, On First, Middle, Last Over, Under, Above, Below Inside, Outside, Between Build with 3D Shapes 	<ul style="list-style-type: none"> Here, Kitty, Kitty Little Miss Muffet: Curds and Whey Playing with Shapes Set the Table Unit Blocks Where are the Bears? 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math
2. Measurement is used to compare objects			
a. Describe the order of common events	<ul style="list-style-type: none"> Sequencing Song First, Middle, Last Daily Calendar Activities 	<ul style="list-style-type: none"> Daily Routines 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math
b. Group objects according to their size using standard and non-standard forms (height, weight, length, or color brightness) of measurement	<ul style="list-style-type: none"> Songs: Large, Larger, Largest; Savanna Size Order Size Length Big and Little Tall and Short Heavy and Light 	<ul style="list-style-type: none"> Measuring Noodles Noodle Lengths Order it Up! Rainbow Density Jar Size Sorting Station Bones Exploration Heavy and Light Lining Up Boxes 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. Measurement is used to compare objects <i>continued</i>			
c. Sort coins by physical attributes such as color or size (PFL)	<ul style="list-style-type: none"> All Sorts of Laundry song Buttons, Buttons book Sort 	<ul style="list-style-type: none"> Activity Centers 	
SCIENCE			
1. PHYSICAL SCIENCE			
1. Objects have properties and characteristics			
a. Use senses to gather information about objects (DOK 1-2)	<ul style="list-style-type: none"> The Five Senses song Books: I Wish I Had Ears Like a Bat Sight Hearing Touch Smell Taste 	<ul style="list-style-type: none"> Book of Smells Excellent Eyes Smell Awareness Sweet, Sour, Bitter, Salty Feely Box Experimenting with Sounds Sensory Table 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Science
b. Make simple observations, predictions, explanations, and generalizations based on real-life experiences (DOK 1-2)	<ul style="list-style-type: none"> Look at Details Scientist Biographies Science Investigation Observe a Simple System 	<ul style="list-style-type: none"> Seed Investigation States of Matter The Apple Tree Make a Balance Book of Smells Graphing Solids Where in the World? Excellent Eyes Water Exploration 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Science
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	<ul style="list-style-type: none"> Scientific Investigation Look at Details Scientist Biographies Observe a Simple System Materials 	<ul style="list-style-type: none"> Seed Investigation Will it Fly? Do Plants Need Water to Grow? Book of Smells Graphing Solids Where in the World? States of Matter Roots and Shoots Solid and Liquid 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Science



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Objects have properties and characteristics <i>continued</i>			
c. Collect, describe, and record information through discussion, drawings, and charts (DOK 1-2)	<ul style="list-style-type: none"> Observe a Simple System Scientist Biographies Classroom Advantage Only Songs: Tallying, Graphing One More Cat book Graphs Tally Marks 	<ul style="list-style-type: none"> Bone Exploration Bungee Scale The Sun Makes Things Warm Observing Plants and Animals Roots and Shoots 	
2. There are cause-and-effect relationships in everyday experiences.			
a. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects (DOK 1-2)	<ul style="list-style-type: none"> Make Comparisons Observe a Simple System Living or Nonliving Songs: Living and Nonliving, Plants are Growing, Food from Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates Plants Plant or Animal 	<ul style="list-style-type: none"> Do Plants Need Water to Grow? What Do Spiders Like? Frog or Toad? Can an Earthworm Tell if it is Hot or Cold? Plants in the Desert 	<ul style="list-style-type: none"> Homelink Newsletters – Science
2. LIFE SCIENCE			
1. Living things develop in predictable patterns			
a. Identify the common needs such as food, air, and water of familiar living things (DOK 1)	<ul style="list-style-type: none"> Make Comparisons Observe a Simple System Plant or Animal Mammals Birds Fish Amphibians Reptiles Insects Spiders Worms Invertebrates 	<ul style="list-style-type: none"> Do Plants Need Water to Grow? What Do Spiders Like? Frog or Toad? Can an Earthworm Tell if it is Hot or Cold? Plants in the Desert Insect Parts Amphibians, Birds & Fish practice pages Bone Exploration Will it Fly? What Do Spiders Like? Oceans Worm Sort 	<ul style="list-style-type: none"> Homelink Newsletters – Science



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. Living things develop in predictable patterns <i>continued</i>			
a. Identify the common needs such as food, air, and water of familiar living things (DOK 1) <i>continued</i>	Classroom Advantage Only <ul style="list-style-type: none"> Plant Life Cycle and Growth The Old Maple Tree book Animal Life Cycle and Growth 		
b. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles (DOK 1-3)	<ul style="list-style-type: none"> Observe a Simple System Weather Graph Songs: The Moon, Precipitation Constellations Moon The Clouds Star Pictures book Classroom Advantage Only <ul style="list-style-type: none"> Plant Life Cycle and Growth: The Old Maple Tree book Animal Life Cycle and Growth 		
c. Make and record by drawing, acting out, or describing observations of living things and how they change over time (DOK 1-2)	<ul style="list-style-type: none"> Weather Graph Songs: The Moon, Precipitation Constellations Moon The Clouds Star Pictures book 	<ul style="list-style-type: none"> Traveling Light Star Pictures The Sun Makes Things Warm 	
3. EARTH SYSTEMS SCIENCE			
1. Events such as night, day, the movement of objects in the sky, weather, and seasons have patterns			
a. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes (DOK 1-3)	<ul style="list-style-type: none"> Weather Graph Songs: The Moon, Precipitation Constellations Moon The Clouds Star Pictures book 	<ul style="list-style-type: none"> Traveling Light Star Pictures The Sun Makes Things Warm 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Events such as night, day, the movement of objects in the sky, weather, and seasons have patterns <i>continued</i>			
b. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals (DOK 1-2)	<ul style="list-style-type: none"> Observe a Simple System Classroom Advantage Only Plant Life Cycle and Growth: The Old Maple Tree book Animal Life Cycle and Growth 		
SOCIAL STUDIES			
1. HISTORY			
1. Ask questions, share information and discuss ideas about the past			
a. Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later. (DOK 1)	<ul style="list-style-type: none"> Observe a Simple System Daily Calendar Activities (yesterday, today, tomorrow) Scientist Biographies Classroom Advantage Only Build Knowledge: Lizard and the Painted Rock 		
b. Select examples from pictures that illustrate past, present, and future (DOK 1)	<ul style="list-style-type: none"> Scientist Biographies Classroom Advantage Only Build Knowledge: Lizard and the Painted Rock Build Knowledge: Mr. Lucky Straw Build Knowledge: Discovering Dinosaurs 	<ul style="list-style-type: none"> I Want to Be a Scientist Like George Washington Carver 	
c. Sequence a simple set of activities or events (DOK 1)	<ul style="list-style-type: none"> What Comes Next?: Little Miss Muffet; This Little Piggy; Itsy, Bitsy Spider Sequencing Events Song First, Next, Last Daily Calendar Activities 		
d. Identify an example of change over time on topics to include but not limited to their own growth (DOK 1)	Observe a Simple System Daily Calendar Activities (yesterday, today, tomorrow) Classroom Advantage Only <ul style="list-style-type: none"> Build Knowledge: Lizard and the Painted Rock 	<ul style="list-style-type: none"> Changing Reptiles Raising Tadpoles 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Ask questions, share information and discuss ideas about the past <i>continued</i>			
1. Identify personal and family structure.	<ul style="list-style-type: none"> Clubhouse Come Inside My Name is Squirrel 	<ul style="list-style-type: none"> Household Arrangements Tortillas, Tortillas: Family Dinner Same, Same, But Different Zulu Art 	
2. GEOGRAPHY			
1. Develop spatial understanding, perspectives, and connections to the world			
a. Use positional phrasing. Phrases to include but not limited to: over and under, here and there, inside and outside, up and down (DOK 1)	<ul style="list-style-type: none"> Songs: Position; Get Over the Bugs; Up in the Air Over, Under, and Through Top, Beside, and Bottom Above, Below, Next to, On First, Middle, Last Over, Under, Above, Below Inside, Outside, Between Build with 3D Shapes 	<ul style="list-style-type: none"> Here, Kitty, Kitty Little Miss Muffet: Curds and Whey Playing with Shapes Set the Table Unit Blocks Where are the Bears? 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Math
b. Identify common places to include but limited to home, school, cafeteria, and gymnasium (DOK 1)	<ul style="list-style-type: none"> I Am Part of All I See song Where in the World Would You Go Today? Book <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> Four Ecosystems song Deserts Oceans Mountains Rainforests 	<ul style="list-style-type: none"> Planning a Community 	
c. Describe surroundings (DOK 1-2)	<ul style="list-style-type: none"> I Am Part of All I See song Create Your Own Environment 	<ul style="list-style-type: none"> Planning a Community 	
d. Use pictures to locate familiar places (DOK 1)	<ul style="list-style-type: none"> Executive Function Videos 	<ul style="list-style-type: none"> Same, Same, But Different 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Develop spatial understanding, perspectives, and connections to the world <i>continued</i>			
e. Use nonlinguistic representations to show understanding of geographic terms (DOK 1-2)	<ul style="list-style-type: none"> Daily Calendar Activities Sequencing Events songs Clubhouse Come Inside My Name is Squirrel 		
3. ECONOMICS			
1. People work to meet wants and needs			
a. Explain that people work (produce) for an income (DOK 1)	Classroom Advantage Only <ul style="list-style-type: none"> At the Market song Bugs for Sale book Follow the Apples! book Save Your Pennies song 	See the SmartStart Teacher Guide Unit 1, Week 2—Routines Tell Us What to Expect. Also see “Daily Routines” in the teacher guide. <ul style="list-style-type: none"> Community Design Construction Workers (Week 4) Restaurant Owners (Week 6) Dr. Office (Week 8) Zoo Workers (Weeks 9 & 10) Farmers (Week 12) Radiologist (Week 13) Emergency Workers (Week 13) 	
b. Discuss that money is used to buy items that the student or family wants (DOK 1)	Classroom Advantage Only <ul style="list-style-type: none"> At the Market song Bugs for Sale book Follow the Apples! book Save Your Pennies song 	<ul style="list-style-type: none"> Me on Market Street 	
c. Give examples to distinguish spending from saving (DOK 1-2)	Classroom Advantage Only <ul style="list-style-type: none"> Save Your Pennies song 		
2. Recognize money and identify its purpose (PFL)			
a. Recognize coins and currency as money (DOK 1)	Classroom Advantage Only <ul style="list-style-type: none"> At the Market song Bugs for Sale book Follow the Apples! book Money song 	<ul style="list-style-type: none"> Activity Centers 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. Recognize money and identify its purpose (PFL) <i>continued</i>			
b. Identify how money is used as a medium of exchange (DOK 1)	Classroom Advantage Only <ul style="list-style-type: none"> At the Market song Bugs for Sale book Follow the Apples! book 	<ul style="list-style-type: none"> Activity Centers 	
c. Discuss why we need money (DOK 1-2)	Classroom Advantage Only <ul style="list-style-type: none"> At the Market song Bugs for Sale book Follow the Apples! book Money song Save Your Pennies song 	<ul style="list-style-type: none"> Me on Market Street 	
4. CIVICS			
1. Individuals have unique talents and work with others in groups			
a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations (DOK 1)	<ul style="list-style-type: none"> Clubhouse Come Inside My Name is Squirrel Grandpa's Great Athlete 	<ul style="list-style-type: none"> Household Arrangements Tortillas, Tortillas: Family Dinner Same, Same, But Different Zulu Art 	
b. Name groups to which they belong and identify the leader(s) (DOK 1-2)	<ul style="list-style-type: none"> Clubhouse Come Inside My Name is Squirrel Classroom Advantage Only <ul style="list-style-type: none"> Build Knowledge: Mine 	<ul style="list-style-type: none"> Same, Same, But Different Zulu Art 	
c. Identify examples of times when people can play different roles and bring unique talents to a variety of groups (DOK 1-3)	<ul style="list-style-type: none"> Clubhouse Come Inside My Name is Squirrel Classroom Advantage Only <ul style="list-style-type: none"> Build Knowledge: Mine 	<ul style="list-style-type: none"> Same, Same, But Different Zulu Art 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. Rules and their purpose in allowing groups to work effectively			
a. Explain that groups have rules (DOK 1-2)	As SmartStart routines are taught, modeled, and practiced, students learn to participate independently. They learn the appropriate use of the computer, headphones, and mouse along with expectations for sharing the computer center with others. With class rotation turned on, SmartStart automatically picks which child should play next. Instead of going to the class walk-up screen, the program picks another child who has not yet run a session and displays his picture. The first child then finds that child and tells him it is his turn to run a session on the computer.	<ul style="list-style-type: none"> Classroom Bear Hunt Introduction to Centers Listening Rug Counting Jar Instrumental Chairs Name Song 	
b. Recognize interpersonal boundaries (DOK 1-3)	<ul style="list-style-type: none"> Executive Function Videos 	<ul style="list-style-type: none"> Still and Silent Ninjas Plan a Building Laser Eyes 	
c. Exert self-control (DOK 1-2)	The 15 minutes of daily, independent instruction require children to focus solely on the program. If children are distracted and do not interact with the program, a notice will appear that they should ask their teacher for help.	<ul style="list-style-type: none"> Unit 3—I Can Change My Feelings Still and Silent Ninjas Plan a Building Laser Eyes 	
d. Interact positively with others (DOK 1-2)	<ul style="list-style-type: none"> Do I Have To? The Clubhouse Marmot's Basket 	<ul style="list-style-type: none"> It's More Fun with Friends You Can Have it When I'm Done Where's Papa? Friendly Musical Chairs Let's Play! Hi! Notes Taking Turns I'm Done 	
e. Give examples of some rules that are permanent and some that change (DOK 1-2)		<ul style="list-style-type: none"> Taking Turns I'm Done You Can Have it When I'm Done 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
MUSIC			
1. EXPRESSION OF MUSIC			
1. Perform expressively			
a. Use voices expressively when speaking, chanting, and singing (DOK 1-3)	<p>Music is an integral part of SmartStart, including songs specific to learning objectives as well as the use of background classical music throughout the program. See song titles at end of document.</p> <ul style="list-style-type: none"> Mama's Melody 	<p>Within SmartStart, children experiment with sound, pitch, and rhythm; use a variety of movements and materials to express feelings and ideas; and tap into their imagination by participating in dramatic play. The Activity Library includes activities such as Scarf Play and Barnyard Dance that provide opportunities for children to practice music skills. See Teacher Guide and Activity Library.</p>	<p>Family DVD set provides songs for at home use. See titles at end of document.</p>
b. Sing a variety of simple songs and singing games (DOK 1-2)	<ul style="list-style-type: none"> SmartStart courseware Sing Around the World Songs ABC Songs Number Songs Counting Songs 	<ul style="list-style-type: none"> Tambourine Craft Playtime with Maracas Instrumental Chairs Rain Sticks 	<ul style="list-style-type: none"> DVDs
c. Demonstrate fundamental performance skills such as correct posture and behavior (DOK 1-2)		<ul style="list-style-type: none"> Tambourine Craft Playtime with Maracas Instrumental Chairs 	
2. Respond to rhythmic patterns and elements of music using expressive movement			
a. Move to music of various tempos, meters, dynamics, modes, genres, and styles (DOK 1-2)	<ul style="list-style-type: none"> Baby's Blanket 	<ul style="list-style-type: none"> Music Movement Dancing with Props Listen to the Beat Red, Red Robin Flight of the Bumblebee 	
b. Move or use body percussion to demonstrate awareness of beat and tempo (DOK 1-2)		<ul style="list-style-type: none"> Music Movement Dancing with Props Listen to the Beat Red, Red Robin Flight of the Bumblebee 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. Respond to rhythmic patterns and elements of music using expressive movement <i>continued</i>			
c. Match movement to rhythmic patterns(DOK 1-2)		<ul style="list-style-type: none"> • Music Movement • Dancing with Props • Listen to the Beat • Red, Red Robin 	
2. CREATION OF MUSIC			
1. Improvise movement and sound responses to music			
a. Improvise sound effects to accompany play activities (DOK 2)		<ul style="list-style-type: none"> • Sound Box Match Up • Llama Llama Sounds 	
b. Use improvised movement to demonstrate musical awareness (DOK 2-3)		<ul style="list-style-type: none"> • Music Movement • Dancing with Props • Listen to the Beat • Red, Red Robin 	
3. THEORY OF MUSIC			
1. Describe and respond to musical elements			
a. Use an individual vocabulary to describe music (DOK 1-2)	<ul style="list-style-type: none"> • Sound song 		
b. Use body movement to respond to dynamics and tempo (DOK 1-2)		<ul style="list-style-type: none"> • Music Movement • Giraffes Can't Dance • Footprints and Snowflakes • Dancing with Props 	
2. Recognition of a wide variety of sounds and sound sources			
a. Use personal vocabulary to describe sources of sound (DOK 1-2)		<ul style="list-style-type: none"> • Sound Box Match Up • Llama Llama Sounds 	
b. Use invented symbols to represent musical sounds and ideas (DOK 1-2)			
4. AESTHETIC VALUATION OF MUSIC			
1. Demonstrate respect for music contributions			
a. Describe appropriate listening during a musical selection, live or recorded (DOK 1-2)			



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. Express feeling responses to music			
a. Create movements in response to music (DOK 1-2)	<ul style="list-style-type: none"> Baby's Blanket 	<ul style="list-style-type: none"> Music Movement Flight of the Bumblebee 	
b. Participate freely in music activities(DOK 1-2)		<ul style="list-style-type: none"> Music Movement Flight of the Bumblebee 	
c. Talk about expressing feeling in music (DOK 1-3)	<ul style="list-style-type: none"> Sing a Rhyme Songs Around the World Songs ABC Songs 	<ul style="list-style-type: none"> Music Movement Flight of the Bumblebee 	
3. Recognition of music in daily life			
a. Use examples such as music from cartoons, computer games, community, and home events (DOK 1-2)	<ul style="list-style-type: none"> Sing a Rhyme Songs Around the World Songs ABC Songs 		
b. Use a personal vocabulary to describe music from diverse cultures (DOK 1-2)			
DANCE			
1. MOVEMENT, TECHNIQUE, AND PERFORMANCE			
1. Demonstrate simple phrases of movement in time and space			
a. Practice how to move with action movements to action words (movement vocabulary) using simple non-locomotor body actions such as bend, stretch, twist, turn, shake, and stretch, and simple locomotor body actions such as travel, jump, run, hop, and roll (DOK 1-2)		<ul style="list-style-type: none"> Discovering Pathways in Space Giraffes Can't Dance Flower Gallop Relay Footprints and Snowflakes Fun in the Snow Listen to the Beat Music Movement Run, Run! Shade or Sun 	
b. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping) (DOK 1-3)		<ul style="list-style-type: none"> Discovering Pathways in Space Giraffes Can't Dance Flower Gallop Relay Footprints and Snowflakes Fun in the Snow Listen to the Beat Music Movement Run, Run! Shade or Sun 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Demonstrate simple phrases of movement in time and space <i>continued</i>			
c. Explore how to move using qualities of movement (DOK 1-3)		<ul style="list-style-type: none"> • Discovering Pathways in Space • Giraffes Can't Dance • Flower Gallop Relay • Footprints and Snowflakes • Fun in the Snow • Listen to the Beat • Music Movement • Run, Run! Shade or Sun 	
d. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships (DOK 1-2)		<ul style="list-style-type: none"> • Discovering Pathways in Space • Giraffes Can't Dance • Flower Gallop Relay • Footprints and Snowflakes • Fun in the Snow • Listen to the Beat • Music Movement • Run, Run! Shade or Sun 	
2. CREATE, COMPOSE AND CHOREOGRAPH			
1. Translate simple ideas and stories into movement			
a. Explore with movement that expresses different feelings in personal and general space (DOK 1-3)		<ul style="list-style-type: none"> • Discovering Pathways in Space • Giraffes Can't Dance • Flower Gallop Relay • Footprints and Snowflakes • Fun in the Snow • Listen to the Beat • Music Movement • Run, Run! Shade or Sun 	
b. Experience different shapes, sizes, levels, and directions to make simple patterns of movements in space and time (DOK 1-3)		<ul style="list-style-type: none"> • Discovering Pathways in Space 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. Translate simple ideas and stories into movement <i>continued</i>			
c. Select some movements out of many, and create a simple movement phrase to encourage self-expression (DOK 1-3)		<ul style="list-style-type: none"> Giraffes Can't Dance Flight of the Bumblebee Music Movement Discovering Pathways in Space 	
d. Use sensory stimuli and real-life situations as an impetus for moving and creating original work (DOK 1-3)		<ul style="list-style-type: none"> Fight of the Bumblebee Music Movement 	
3. HISTORICAL AND CULTURAL CONTEXT			
1. Recognize dances from around the world			
a. View dances from around the world, and explore the country of origin (DOK 1-2)			
b. Explore dance as a way for people to express themselves (DOK 1-2)	<ul style="list-style-type: none"> Baby's Blanket 	<ul style="list-style-type: none"> Scarf Play Barnyard Dance Music Movement Flight of the Bumblebee 	
c. Demonstrate how people in different cultures move in similar and different ways (DOK 1-2)		<ul style="list-style-type: none"> Same, Same, But Different 	
d. Explore occasions for dance across different cultures (DOK 1-2)			
e. Explore shapes, levels, and patterns in a dance, and describe the actions (DOK 1-3)		<ul style="list-style-type: none"> Discovering Pathways in Space Listen to the Beat 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
4. REFLECT, CONNECT, AND RESPOND			
1. Observe and identify different dance genres			
a. Experience the joy of seeing and responding to dance	The courseware provides over 60 books that can be used as resources for developing dramatic expression skills. See book titles at end of document.	Within SmartStart, children are provided opportunities to express feelings and ideas and tap into their imagination by participating in dramatic play. See Teacher Guide and Activity Library for more details on the Dramatic Play center and creative arts activities.	Homelink Newsletters provide ideas for dramatic play activities families can do at home with their children.
b. Demonstrate movement to express emotion	<ul style="list-style-type: none"> Baby's Ballet 	<ul style="list-style-type: none"> Listen to the Beat Red, Red Robin Music Movement Dancing with Props Listen to the Beat Red, Red Robin 	
c. Describe what is seen and felt in a movement by speaking or drawing a picture			
2. Attentively observe a dance performance			
a. View a performance with attention (DOK 1)	<ul style="list-style-type: none"> Baby's Ballet 		
b. Clap to show joy and appreciation of a dance (DOK 1)	<ul style="list-style-type: none"> Baby's Ballet 		
c. Draw on paper the movement seen in the space of a particular dance work(DOK 1-2)			



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
VISUAL ARTS			
1. OBSERVE AND LEARN TO COMPREHEND			
1. Artists and viewers identify art in daily life			
a. Identify individual preferences in images when presented with visual examples such as picture books, cartoons, computer games, community, and home events (DOK 1-2)	The courseware itself provides extension activities within the math and science strands that provide opportunities for exploration. The ideal setting for art skills, however, is within the classroom activities.	<ul style="list-style-type: none"> • Inventors Notebook • Patent Applications • Tambourine Craft • Birthday Cupcakes • Humpty Dumpty Decorate • Junk Sculpture • Seed Mosaics • Skeletal Portraits • Zulu Art 	Homelink Newsletters provide ideas for art activities families can do at home.
b. Use age-appropriate vocabulary to describe works of art (DOK 1-2)	<ul style="list-style-type: none"> • Baby's Ballet • Baby's Birthday • Mama's Melody • Squirrel's Sketches • Papa's Play 	<ul style="list-style-type: none"> • Junk Sculpture • Shades of Paint • Zulu Art 	
c. Recognize basic characteristics and expressive features of art and design in relation to daily life (DOK 1-3)	<ul style="list-style-type: none"> • Baby's Ballet • Baby's Birthday • Mama's Melody • Squirrel's Sketches • Papa's Play 	<ul style="list-style-type: none"> • Inventors Notebook • Patent Applications • Tambourine Craft • Birthday Cupcakes • Humpty Dumpty Decorate • Junk Sculpture • Seed Mosaics • Skeletal Portraits • Zulu Art • Eric Carle's ABC 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. ENVISION AND CRITIQUE TO REFLECT			
1. Works of art can represent people, places, and things			
a. Explain that works of art communicate ideas (DOK 1-2)		<ul style="list-style-type: none"> • Zulu Art • Eric Carle's ABC 	
b. Tell a story about a work of art (DOK 1-3)	Classroom Advantage Only <ul style="list-style-type: none"> • Lizard and the Painted Rock • Build Knowledge: Lizard and the Painted Rock 	<ul style="list-style-type: none"> • Blending Art • Shades of Paint • Queen Jewelry • Sand Bottles • Music Movement • Red, Red Robin • Dancing with Props • Seed Mosaics 	
3. INVENT AND DISCOVER TO CREATE			
1. Create works of art based on personal relevance			
a. Use trial and error to create works of art that arrive at a desired outcome (DOK 1-4)		<ul style="list-style-type: none"> • Inventors Notebook • Patent Applications • Tambourine Craft • Birthday Cupcakes • Humpty Dumpty Decorate • Junk Sculpture • Seed Mosaics • Skeletal Portraits • Zulu Art 	
b. Use art materials safely and with respect in any environment (DOK 1)		<ul style="list-style-type: none"> • Inventors Notebook • Patent Applications • Tambourine Craft • Birthday Cupcakes • Humpty Dumpty Decorate • Junk Sculpture • Seed Mosaics • Skeletal Portraits • Zulu Art 	
c. Create visual narratives from familiar stories and subject matter (DOK 1-3)		<ul style="list-style-type: none"> • Humpty Dumpty Decorate 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
4. RELATE AND CONNECT TO TRANSFER			
1. Artists have an important role in communities			
a. Explain what an artist does and who an artist can be (DOK 1-2)	Classroom Advantage Only <ul style="list-style-type: none"> Lizard and the Painted Rock Build Knowledge: Lizard and the Painted Rock 	<ul style="list-style-type: none"> Eric Carle's ABC 	
b. Identify some of the activities in which artists participate (DOK 1)		<ul style="list-style-type: none"> Zulu Art Weaving Box 	
c. Name some of the arts materials available to artists (DOK 1)		<ul style="list-style-type: none"> Illustration Investigation 	
DRAMA & THEATRE ARTS			
1. CREATE			
1. Demonstrate emotions and feelings in dramatic play			
a. Identify how people show emotions and feelings (DOK 1)	<ul style="list-style-type: none"> Executive Function Videos 	<ul style="list-style-type: none"> I Have Feelings Guess How I am Feeling The Problem with Princesses 	
b. Use facial expressions and movement to demonstrate emotions and feelings (DOK 1)	<ul style="list-style-type: none"> Executive Function Videos 	<ul style="list-style-type: none"> I Have Feelings Guess How I am Feeling The Problem with Princesses 	
2. PERFORM			
1. Use dramatic play to imitate characters			
a. Use body and movement to depict various pretend characters (DOK 1-2)	<ul style="list-style-type: none"> Papa's Play 	<ul style="list-style-type: none"> Dramatic Play Center Little Cloud Set the Table, Please 	
b. Use body and voice to depict various everyday characters (DOK 1-2)	<ul style="list-style-type: none"> Executive Function Videos 		
c. Initiate sustained dramatic play (DOK 1)	<ul style="list-style-type: none"> Acorn Soup The Clubhouse Perfect Present Papa's Play 	<ul style="list-style-type: none"> Dramatic Play Center Little Cloud Set the Table, Please 	



COLORADO STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. CRITICALLY RESPOND			
1. Respond to stories and plays			
a. Provide an initial response when exposed to a new performance, puppet show, or dramatization (DOK 1)		<ul style="list-style-type: none"> • Little Cloud • Old Lady's Animals • Reading Center 	
b. Demonstrate an eagerness and interest in performances or dramatizations through asking questions (DOK 1)	<ul style="list-style-type: none"> • What Comes Next?: Hey Diddle, Diddle; Ten Little Goldfish; Little Miss Muffet; This Little Pig; Eensy, Weensy Spider • Sing a Rhyme Books & Songs: See titles at the end of document. • Baby's Birthday • Do You Know Who I Am? <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> • Compare Characters • Find an Answer • Peek at the Story • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Guess How I'm Feeling • Let's Play • Farm to Table • Dramatic Play Center • Little Cloud • Old Lady's Animals • Reading Center 	



MATH SING-ALONG

(NUMBERS ON THE GO) DVD

Zero Is a Big Round Hole; Poor Wandering 1; Snowy Twos Day; 1, 2, 3; Country Counting; 4 in the Jungle; Give me 5; Suzy Ladybug; Bagpipe Counting; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; Dixieland Counting; When I Saw 11; I Love the Number; 12; 13 Clues; Flower Counting; 14 Camels; Fun 15; 16 Ants; Counting to 17; Funk Counting; 18 Carrot Stew; 19 Around the World; 20; Fingers and Toes; Count to 31; Count to 100

NURSERY RHYMES & SONGS DVD

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; Z: The Zulu Warrior

LETTER SOUND SONGS DVD

Picture Sound Song; Tongue Twister; Show and Tell Sound Song; Scientist Sound Song; Apples and Bananas Vowel Song; Old MacDonald's Vowels; Lowercase Letter Formation (a-z)

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)

MY BACKPACK APP

Mental Math
Read-Alongs
Traditional Tales
Sing-Along Songs
Nursery Rhymes



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



SING A RHYME SONGS & BOOKS

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

READ WITH ME BOOKS

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

ABC SONGS

Capital Letters

Fish, Jungle, Pirate, Red Riding Hood, Factory, Picnic, Magician, Airplane, Fireworks, Fairy

Mixed Case Letters

Jazz, Magic

Lowercase Letters

Flowers, Factory, Fish, Jungle, Picnic, Red Riding Hood

MATH BOOKS

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

NUMBER SONGS

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

COUNTING SONGS

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

SCIENCE BOOKS

I Want to Be a Scientist Like Jane Goodall, 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

EXECUTIVE FUNCTION VIDEOS

My Name Is Squirrel, Come Inside, Soup's On, Musical Mayhem, Perfect Present, Do I Have To?, It's Not Fair!, Party Time, Squirrel's Sketches, Mama's Melody, Baby's Ballet, Papa's Play, Where's Papa?, Lost and Found, Boo Hoo Baby, Find Me!, Clubhouse, Marmot Basket, Pretend Play

Family Photo Fun

Dinner Time, Broken Lamp, and The Picnic

I Can Calm Down

Lost Dinosaur, Baby's Blocks, Papa Hurts His Thumb, Squirrel Blocks, Baby Wants Berries, Lost Keys, Noisy Children, and Broken Vase

