

CURRICULUM *Correlation*

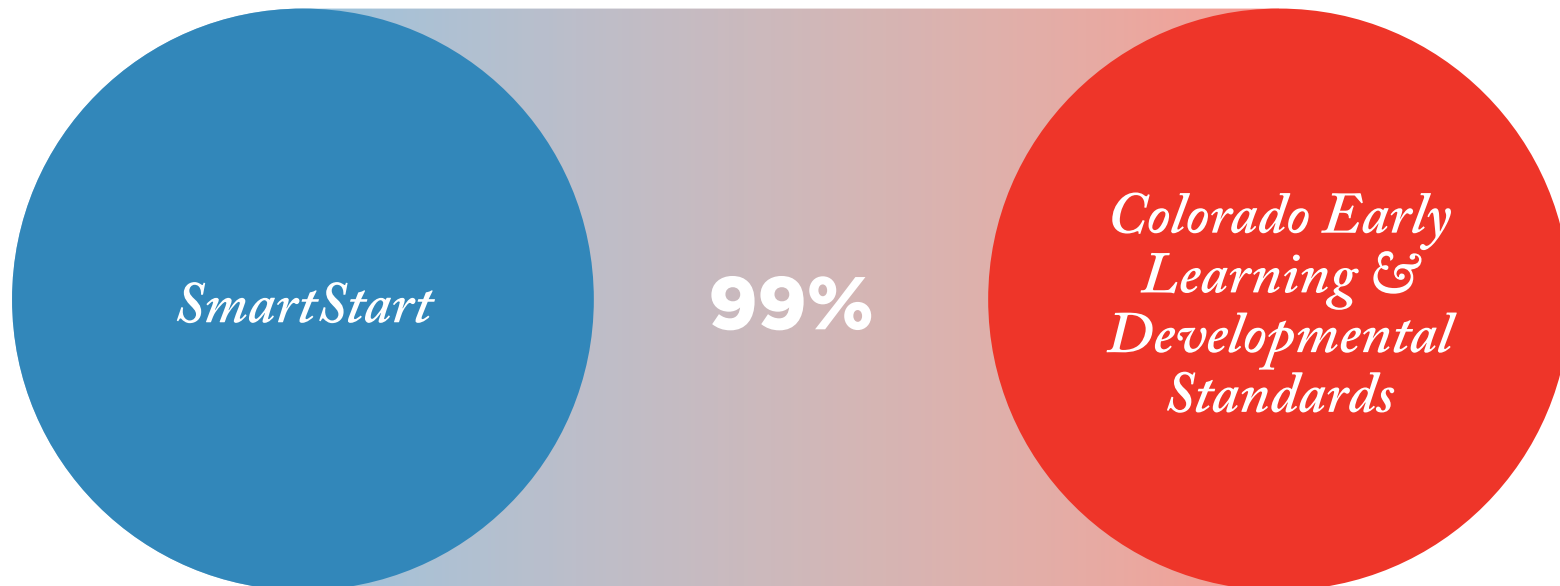


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This document provides a detailed correlation of WATERFORD SMARTSTART to the COLORADO EARLY LEARNING & DEVELOPMENTAL STANDARDS FOR FOUR-YEAR-OLDS (2011).

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 EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
PHYSICAL DEVELOPMENT & HEALTH			
1. PHYSICAL HEALTH STATUS: THE MAINTENANCE OF HEALTHY AND AGE-APPROPRIATE PHYSICAL WELL-BEING.			
1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.	<ul style="list-style-type: none"> We all Exercise book Exercise and Rest <p>Classroom Advantage Only</p> <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 for details.	Activities suggested in the Homelink Newsletters provide multiple opportunities for children to develop motor skills and healthy habits.
2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead.	<ul style="list-style-type: none"> Germs Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> Wash Those Germs Away! Bath Time Happy Tooth, Sad Tooth 	
3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age.	<ul style="list-style-type: none"> We all Exercise book Exercise and Rest <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> Health Experiment Health Unit 	<ul style="list-style-type: none"> Power-Up Breakfast Try for Five 	
4. Get sufficient rest and exercise to support healthy development.	<ul style="list-style-type: none"> We all Exercise book Exercise and Rest 	See the Teacher Guide for information regarding physical exercise in the SmartStart curriculum.	
2. HEALTH KNOWLEDGE & PRACTICE: THE UNDERSTANDING OF HEALTHY AND SAFE HABITS AND PRACTICING HEALTHY HABITS.			
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	<ul style="list-style-type: none"> Germs Avoid Germs and Prevent Illness Teeth 	<ul style="list-style-type: none"> Unit 2, Week 4—I Take Care of My Body Wash Those Germs Away! 	
2. Communicate an understanding of the importance of health and safety routines and rules.	<ul style="list-style-type: none"> Germs Avoid Germs and Prevent Illness Teeth 	<ul style="list-style-type: none"> Unit 2, Week 4—I Take Care of My Body Unit 5—I Make a Difference 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. HEALTH KNOWLEDGE & PRACTICE: THE UNDERSTANDING OF HEALTHY AND SAFE HABITS AND PRACTICING HEALTHY HABITS <i>continued</i>			
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	<ul style="list-style-type: none"> • Germs • Avoid Germs and Prevent Illness • Teeth <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> • Storms song • Lightning Safety 1 • Lightning Safety 2 	<ul style="list-style-type: none"> • Smoke Rises—So Crawl! • Thumbs Up, Thumbs Down • Smoke Rises—So Crawl! • Vertebrates: Dem Bones • Fun in the Sun 	
4. Distinguish food on a continuum from most healthy to less healthy.	<p>Classroom Advantage Only</p> <ul style="list-style-type: none"> • Healthy Food 	<ul style="list-style-type: none"> • Set the Table, Please • Try for Five • Power-Up Breakfast • Unit 2, Week 4—I Take Care of My Body 	
5. Eat a variety of nutritious foods.	<ul style="list-style-type: none"> • Family Photo Fun: Dinner <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> • Healthy Food 	<ul style="list-style-type: none"> • Try for Five • Eating the Alphabet • Power-Up Breakfast 	
6. Participate in structured and unstructured physical activities.	<ul style="list-style-type: none"> • Pretend Play 	<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 	
7. Recognize the importance of doctor and dentist visits.	<ul style="list-style-type: none"> • Family Photo Fun: Dinner • Germs • Avoid Germs and Prevent Illness • Teeth 	<ul style="list-style-type: none"> • Unit 2, Week 4—I Take Care of My Body • Unit 5—I Make a Difference • Wash Those Germs Away! • Happy Tooth, Sad Tooth! 	
8. Cooperate during doctor and dentist visits and health and developmental screening.	<ul style="list-style-type: none"> • Germs • Avoid Germs and Prevent Illness • Teeth 	<ul style="list-style-type: none"> • Unit 2, Week 4—I Take Care of My Body 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. GROSS MOTOR SKILLS: THE CONTROL OF LARGE MUSCLES FOR MOVEMENT, NAVIGATION, AND BALANCE.			
<p>1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</p>		<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 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Breaking Compound Words - Count Down - Count On - Number Sense 1-10 - Numbers 11-15
<p>2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</p>		<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 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Breaking Compound Words - Count Down - Count On - Number Sense 1-10 - Numbers 11-15
<p>3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p>	<p>The use of SmartStart as a part of the daily routine, provides children with an opportunity to practicing sitting independently for 15 minutes. They must understand how to control their body to sit and to move the mouse appropriately to answer questions.</p>	<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 • We're Standing on One Foot! • Catching Objects • Fox in a Box 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Breaking Compound Words - Count Down - Count On - Number Sense 1-10 - Numbers 11-15 • My Backpack App
4. FINE MOTOR SKILLS: THE CONTROL OF SMALL MUSCLES FOR SUCH PURPOSES AS USING UTENSILS, SELF-CARE, BUILDING, AND EXPLORING.			
<p>1. Develop hand strength and dexterity.</p>	<p>Children must use a mouse during their daily SmartStart sessions. The use of the mouse develops hand strength and dexterity.</p>	<ul style="list-style-type: none"> • Bumblebee Basket • Weaving Box • Practice Pages • Tool Center • Activity Center—Writing 	<ul style="list-style-type: none"> • My Backpack App



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
4. FINE MOTOR SKILLS: THE CONTROL OF SMALL MUSCLES FOR SUCH PURPOSES AS USING UTENSILS, SELF-CARE, BUILDING, AND EXPLORING <i>continued</i>			
2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	<ul style="list-style-type: none"> SmartStart Courseware 	<ul style="list-style-type: none"> Bumblebee Basket Weaving Box Practice Pages Tool Center Activity Center—Writing 	<ul style="list-style-type: none"> My Backpack App
3. Manipulate a range of objects, such as blocks or books.		<ul style="list-style-type: none"> Bumblebee Basket Weaving Box Practice Pages Tool Center Activity Centers - Sensory Table, Math, Writing 	<ul style="list-style-type: none"> My Backpack App
4. Manipulate writing, drawing, and art tools.	Throughout the software children are taught how to write letters and draw, and are given time to practice this skill.	<ul style="list-style-type: none"> Bumblebee Basket Weaving Box Practice Pages Tool Center Activity Center—Writing 	<ul style="list-style-type: none"> My Backpack App
SOCIAL & EMOTIONAL DEVELOPMENT			
1. SOCIAL RELATIONSHIPS: THE HEALTHY RELATIONSHIPS AND INTERACTIONS WITH ADULTS AND PEERS.			
1. Communicate with familiar adults and accept or request guidance.	<ul style="list-style-type: none"> Acorn Soup Find Me! 	<ul style="list-style-type: none"> Please and Thank You Polly Put the Kettle On: Teacup Balance Asking for Help Game Unit 4—We Help Each Other Unit 8—I’m a Team Player 	
2. Cooperate with others.	<ul style="list-style-type: none"> Executive Function Videos 	<ul style="list-style-type: none"> It’s More Fun with Friends You Can Have it When I’m Done Taking Turns I’m Done Center Activities Unit 4—We Help Each Other Unit 8—I’m a Team Player 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. SOCIAL RELATIONSHIPS: THE HEALTHY RELATIONSHIPS AND INTERACTIONS WITH ADULTS AND PEERS <i>continued</i>			
3. Develop friendships with peers.	<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 • Unit 4—We Help Each Other • Unit 8—I’m a Team Player 	
4. Establish secure relationships with adults.	<ul style="list-style-type: none"> • Acorn Soup • Find Me! 	<ul style="list-style-type: none"> • Please and Thank You • Polly Put the Kettle On: Teacup Balance • Unit 1—I Am an Important Part of My School 	
5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	<ul style="list-style-type: none"> • Do I Have To? • The Clubhouse • Marmot’s Basket • Family Photo Fun: Dinner Time • Family Photo Fun: The Picnic 	<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 • Unit 1—I Am an Important Part of My School • Unit 4—We Help Each Other 	
6. Resolve conflict with peers alone and/or with adult intervention as appropriate.	<ul style="list-style-type: none"> • It’s Not Fair! 	<ul style="list-style-type: none"> • The Problem with Princesses • It’s More Fun with Friends • You Can Have It When I’m Done • Unit 1—I Am an Important Part of My School • Unit 4—We Help Each Other 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. SOCIAL RELATIONSHIPS: THE HEALTHY RELATIONSHIPS AND INTERACTIONS WITH ADULTS AND PEERS <i>continued</i>			
7. Recognize and label others' emotions.	<ul style="list-style-type: none"> It's Not Fair! Boo Hoo Baby I Can Calm Down: Baby Wants Berries 	<ul style="list-style-type: none"> Asking for Help Game I Have Feelings Guess How I am Feeling The Problem with Princesses 	
8. Express empathy and sympathy to peers.	<ul style="list-style-type: none"> It's Not Fair! Boo Hoo Baby 	<ul style="list-style-type: none"> Asking for Help Game I Have Feelings Guess How I am Feeling The Problem with Princesses 	
9. Recognize how actions affect others and accept consequences of one's actions.	<ul style="list-style-type: none"> It's Not Fair! Boo Hoo Baby 	<ul style="list-style-type: none"> Asking for Help Game I Have Feelings Guess How I am Feeling The Problem with Princesses 	
2. SELF-CONCEPT AND SELF-EFFICACY: THE PERCEPTION THAT ONE IS CAPABLE OF SUCCESSFULLY MAKING DECISIONS, ACCOMPLISHING TASKS, AND MEETING GOALS.			
1. Identify personal characteristics, preferences, thoughts, and feelings.	<ul style="list-style-type: none"> My Name is Squirrel Squirrel's Sketches 	<ul style="list-style-type: none"> My Body is Amazing Baseball Cards Create a Superhero Nancy Knows Journal writing prompts, such as "Favorite Amphibian" or "Best Number" Unit 2—I Am an Important Part of My Class Unit 5—I Make a Difference 	
2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	<ul style="list-style-type: none"> Hide and Seek: Boo Hoo Baby Marmot Basket My Family: Musical Mayhem 	<ul style="list-style-type: none"> I Am, I Can Me on Market Street I Have the Power! When I Need Help, I Ask Unit 9—I'm Ready for Kindergarten Unit 5—I Make a Difference 	Family Engagement activities in the Homelink Newsletters include suggestions for practicing emotional-control skills through games and other interactions. See titles at end of document.



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. SELF-CONCEPT AND SELF-EFFICACY: THE PERCEPTION THAT ONE IS CAPABLE OF SUCCESSFULLY MAKING DECISIONS, ACCOMPLISHING TASKS, AND MEETING GOALS <i>continued</i>			
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	<ul style="list-style-type: none"> • My Name is Squirrel • Squirrel’s Sketches 	<ul style="list-style-type: none"> • My Body is Amazing • Baseball Cards • Create a Superhero • Nancy Knows • Journal writing prompts, such as “Favorite Amphibian” or “Best Number • Unit 7—I Wonder • Unit 9—I’m Ready for Kindergarten 	
4. Demonstrate age-appropriate independence in decision making regarding activities and materials.	<ul style="list-style-type: none"> • My Name is Squirrel • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Baseball Cards • Create a Superhero • Nancy Knows • Journal Writing • I Have the Power! • Activity Centers • Unit 9—I’m Ready for Kindergarten 	
3. SELF-REGULATION: THE ABILITY TO RECOGNIZE AND REGULATE EMOTIONS, ATTENTION, IMPULSES, AND BEHAVIOR.			
1. Recognize and label emotions.	<ul style="list-style-type: none"> • My Family: Soup’s On • Find Me! • It’s Not Fair • I Can Calm Down: Noisy Children • I Can Calm Down: Squirrel Blocks 	<ul style="list-style-type: none"> • Unit 3—I Can Change My Feelings • Let’s Play • Asking for Help Game • Problem with Princesses • Listening Rug 	
2. Handle impulses and behavior with minimal direction from adults.	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 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. SELF-REGULATION: THE ABILITY TO RECOGNIZE AND REGULATE EMOTIONS, ATTENTION, IMPULSES, AND BEHAVIOR <i>continued</i>			
3. Follow simple rules, routines, and directions.	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. This independence teaches children responsibility and gives them plenty of practice transitioning between activities.	<ul style="list-style-type: none"> • Classroom Bear Hunt • Introduction to Centers • Listening Rug • Counting Jar • Instrumental Chairs • Name Song • Unit 1—I Am an Important Part of My School 	
4. Shift attention between tasks and move through transitions with minimal direction from adults.	<ul style="list-style-type: none"> • My Family: Soup’s On • Acorn Soup • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 1—I Am an Important Part of My School • Unit 3—I Can Change My Feelings • Transitions • Instrumental Chairs • Name Song 	
4. EMOTIONAL AND BEHAVIORAL HEALTH: A HEALTHY RANGE OF EMOTIONAL EXPRESSION AND LEARNING POSITIVE ALTERNATIVES TO AGGRESSIVE OR ISOLATING BEHAVIORS.			
1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	<ul style="list-style-type: none"> • Executive Function videos 	<ul style="list-style-type: none"> • I Have Feelings • I Can Calm Down • Guess How I’m Feeling • Unit 3—I Can Change My Feelings 	Family Engagement activities in the Homelink Newsletters include suggestions for practicing emotional-control skills through games and other interactions. See titles at end of document.



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
4. EMOTIONAL AND BEHAVIORAL HEALTH: A HEALTHY RANGE OF EMOTIONAL EXPRESSION AND LEARNING POSITIVE ALTERNATIVES TO AGGRESSIVE OR ISOLATING BEHAVIORS <i>continued</i>			
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.	<ul style="list-style-type: none"> Executive Function videos 	<ul style="list-style-type: none"> Unit 3—I Can Change My Feelings 	
3. Adapt to new environments with appropriate emotions and behaviors.	<ul style="list-style-type: none"> Executive Function videos 	See Executive Function guidance in the Teacher Guide. <ul style="list-style-type: none"> Classroom Bear Hunt Introduction to Centers Listening Rug Counting Jar Instrumental Chairs Name Song 	
ENGLISH LANGUAGE DEVELOPMENT			
1. RECEPTIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE.			
1. Participate with movement and gestures while other children and the teachers dance and sing in English.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Sing Around the World Songs 	<ul style="list-style-type: none"> Scarf Play Barnyard Dance Music Movement Giraffes Can't Dance Dancing with Props Red, Red Robin I Am a Clown! 	
2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” and “bathroom,” when accompanied by adult gestures.	Many SmartStart activities provide opportunities for students to read and be read to, and to respond to texts. Teachers can use the accompanying materials to create activities that allow students to practice following directions and responding accordingly.	<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 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. RECEPTIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE <i>continued</i>			
3. Point to body parts when asked, “Where is your nose, hand, leg...?”	<ul style="list-style-type: none"> • I Touch My Nose Like This • Teeth 	<ul style="list-style-type: none"> • Unit 2, Week 4—I Take Care of My Body • Unit 5—I Make a Difference • Excellent Eyes • My Body is Amazing • Happy Tooth, Sad Tooth! • Vertebrates: Dem Bones • I Touch My Nose Like This: Follow Me 	
4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” and “Why do you think the caterpillar is hungry?”	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Sing Around the World Songs 	<ul style="list-style-type: none"> • Find Someone Who Has... • Do You Know Which Ones Will Grow? • What Do Birds Eat? • What’s the Matter? • Where Does Our Water Come From? 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading - Math - Science
5. Follow multi-step directions in English with minimal cues or assistance.	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. Often, instructions direct students to “read, sing, or chant along with the narrator.”	SmartStart activities encourage teachers to provide students with the structure and guidance needed to be able to follow instructions during classroom activities. See Activity Library and Teacher Guide for more details. <ul style="list-style-type: none"> • How To Wash My Bear 	<ul style="list-style-type: none"> • My Backpack App
2. EXPRESSIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO SPEAK OR USE ENGLISH.			
1. Repeat word or phrase to self, such as “bus” while the group sings the song “Wheels on the Bus” or “brush teeth” after lunch.	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"> • Sea Shells Make Big Impressions • Old Lady’s Animals • Red, Red Robin • Friendly Musical Chairs • Sun Safe Song 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading • DVDs
2. Request items in English, such as “car,” “milk,” “book,” or “ball.”	SmartStart exposes children to a varied and increasingly complex set of academic vocabulary related to literature, math, science and social studies.	<ul style="list-style-type: none"> • Find Someone Who Has... 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. EXPRESSIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO SPEAK OR USE ENGLISH <i>continued</i>			
3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”	<ul style="list-style-type: none"> Compound Words song Compound Word Segmentation 1 Compound Word Segmentation 2 <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> Compound Words Assessment 	<ul style="list-style-type: none"> Jack and Jill Compound Words My Valentine: Blend Yankee Doodle: Compound Words Zulu Warrior: Compound Word Hopscotch 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Phonological Awareness
4. Use increasingly complex and varied English vocabulary.	SmartStart exposes children to a varied and increasingly complex set of academic vocabulary related to literature, math, science and social studies.	<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
5. Construct sentences, such as “The apple is round.” or “I see a fire truck with lights on.”	Many SmartStart digital activities can be used within the classroom to practice sentence and structure skills, such as the use of more than one phase. Stories and nursery rhymes model appropriate sentence structure as well. <ul style="list-style-type: none"> Letters Make Words 	<ul style="list-style-type: none"> What’s Missing? I Love My Hat Do You Have? Board Game 	
3. ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES: UNDERSTANDING AND RESPONDING TO BOOKS, STORYTELLING, AND SONGS PRESENTED IN ENGLISH.			
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Sing Around the World Songs 	<ul style="list-style-type: none"> Friendly Musical Chairs Red, Red Robin Sun Safe All Day Long Lewie Jumbled 	<ul style="list-style-type: none"> My Backpack App DVDs
2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”	<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
3. Learn part of a song or poem in English and repeat it.	<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"> Friendly Musical Chairs Red, Red Robin Sun Safe All Day Long Lewie Jumbled 	<ul style="list-style-type: none"> My Backpack App DVDs



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES: UNDERSTANDING AND RESPONDING TO BOOKS, STORYTELLING, AND SONGS PRESENTED IN ENGLISH <i>continued</i>			
4. Talk with peers or adults about a story read in English.	<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
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	<ul style="list-style-type: none"> • Missing Pictures: All the Pretty Little Horses, Mother, Mother, I Am Ill, The Apple Tree, Three Little Kittens, Wee Willie Winkie, Yankee Doodle 	<ul style="list-style-type: none"> • First, Next, Last • Friday Journal Writing 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading
LANGUAGE DEVELOPMENT			
1. RECEPTIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE.			
1. Attend to language during conversations, songs, stories, or other learning experiences.	SmartStart software activities, as well as teacher materials, provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages, allowing them to practice and enjoy appropriate reading behaviors. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Sing Around the World Songs 	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.	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading • My Backpack App • DVDs
2. Comprehend increasingly complex and varied vocabulary.	SmartStart exposes children to a varied and increasingly complex set of academic vocabulary related to literature, math, science and social studies.	<ul style="list-style-type: none"> • Chrysanthemum • Eleven Elephants • Vertebrates • Dem Bones 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading - Math - Science
3. Comprehend different forms of language, such as questions or exclamations.	Classroom Advantage Only <ul style="list-style-type: none"> • Sum Up, Five Ws • What is a Sentence? Song 	See “Reading with Preschool Children” in the SmartStart Teacher Guide: Book 1.	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. RECEPTIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE <i>continued</i>			
4. Comprehend different grammatical structures or rules for using language.	Classroom Advantage Only <ul style="list-style-type: none"> • What is a Sentence? Song • Sentence Practice • Sentence Assessment • Verbs Song • Verbs Practice • Verbs Assessment 		
2. EXPRESSIVE LANGUAGE: THE ABILITY TO USE LANGUAGE.			
1. Engage in communication and conversation with others.	Using SmartStart in the classroom exposes students to technology, materials, routines, and experiences that are new. Students will naturally express ideas and needs as they navigate new experiences and engage with the software.	<ul style="list-style-type: none"> • First, Next, Last Stories • Itsy Bitsy Spider • How to Wash My Bear • I Love My Hat • A Dinosaur Would Be a Terrible Pet • Do You Know Which Ones Will Grow? 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading - Math - Science
2. Use language to express ideas and needs.	Children interacting with SmartStart course ware are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.	<ul style="list-style-type: none"> • Polly’s Tea party • TV Stars • A Dinosaur Would Be a Terrible Pet 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading - Math - Science
3. Use increasingly complex and varied vocabulary.	Throughout the courseware, students are explicitly taught vocabulary words related to literature, math, science and social studies concepts. In particular, science units provide exposure to many new disciplinary words.	<ul style="list-style-type: none"> • Dramatic Play center activities • A Dinosaur Would Be a Terrible Pet • Friday Journal Writing 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading - Math - Science



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. EXPRESSIVE LANGUAGE: THE ABILITY TO USE LANGUAGE <i>continued</i>			
4. Use different forms of language.	The wide range of language activities provided to students through SmartStart software exposes students to the use of language in many different contexts. These activities expand their knowledge of language and its function. Teacher materials offer multiple opportunities for teachers to provide classroom experiences that meet this standard.	<ul style="list-style-type: none"> • First, Next, Last Stories • Itsy Bitsy Spider • Friday Journal Writing • How to Wash My Bear • I Love My Hat • A Dinosaur Would Be a Terrible Pet • Do You Know Which Ones Will Grow? • Rock-a-Bye Baby: Lullaby • Seashell Sensations • Telephone Game • TV Stars • What's in the Paper Bag? • Dramatic Play center activities 	
5. Use different grammatical structures for a variety of purposes.	Classroom Advantage Only <ul style="list-style-type: none"> • What is a Sentence? Song • Sentence Practice • Sentence Assessment • Verbs Song • Verbs Practice • Verbs Assessment 	<ul style="list-style-type: none"> • First, Next, Last Stories • Itsy Bitsy Spider • Friday Journal Writing • How to Wash My Bear • I Love My Hat • A Dinosaur Would Be a Terrible Pet • Do You Know Which Ones Will Grow? 	
6. Engage in storytelling.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Sing Around the World Songs 	Teacher materials provide a variety of listening comprehension activities within each daily plan. See the Teacher Guide for more details.	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading
7. Engage in conversations with peers and adults.	Children interacting with SmartStart courseware are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.	<ul style="list-style-type: none"> • TV Starts • What's in the Paper Bag? • First, Next, Last Stories • Itsy Bitsy Spider • Friday Journal Writing • How to Wash My Bear • I Love My Hat • A Dinosaur Would Be a Terrible Pet • Do You Know Which Ones Will Grow? 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading - Math - Science



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
LITERACY KNOWLEDGE & SKILLS			
1. BOOK APPRECIATION AND KNOWLEDGE: THE INTEREST IN BOOKS AND THEIR CHARACTERISTICS, AND THE ABILITY TO UNDERSTAND AND GET MEANING FROM STORIES AND INFORMATION FROM BOOKS AND OTHER TEXTS.			
1. Show interest in shared reading experiences and looking at books independently.	SmartStart software activities, as well as teacher materials, provide many opportunities for students to select topics of interest and stories they enjoy. The software allows students to work independently and requires them to turn pages, allowing them to practice and enjoy appropriate reading behaviors. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Sing Around the World Songs 	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.	<ul style="list-style-type: none"> • Homelink Newsletters - Reading • My Backpack App
2. Recognize how books are read, such as front-to back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	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: <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"> • Homelink Newsletters - Reading • My Backpack App
3. Ask and answer questions and make comments about print materials.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Sing Around the World Songs 	<ul style="list-style-type: none"> • Watch the Woolly Worm • Do You Know Which Ones Will Grow? • I Go • One Elephant Went Out to Play • Check my Guess • Rex Is in a Fix • Jack and Jill • Journal activities • Reading Center 	<ul style="list-style-type: none"> • Homelink Newsletters - Reading • My Backpack App



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. BOOK APPRECIATION AND KNOWLEDGE: THE INTEREST IN BOOKS AND THEIR CHARACTERISTICS, AND THE ABILITY TO UNDERSTAND AND GET MEANING FROM STORIES AND INFORMATION FROM BOOKS AND OTHER TEXTS <i>continued</i>			
4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	The software allows students to work independently and requires them to turn pages, allowing them to practice and enjoy appropriate reading behaviors. <ul style="list-style-type: none"> • Read with Me Books 	<ul style="list-style-type: none"> • Watch the Woolly Worm • Do You Know Which Ones Will Grow? • I Go • One Elephant Went Out to Play • Check my Guess • Rex Is in a Fix • Jack and Jill • Journal activities • Reading Center 	<ul style="list-style-type: none"> • Homelink Newsletters - Reading • My Backpack App
5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	<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? <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> • Compare Characters • Find an Answer • Peek at the Story 	<ul style="list-style-type: none"> • I Love My Hat • Jack and Jill: Mixed Up Words • First, Next and Last Stories 	<ul style="list-style-type: none"> • Homelink Newsletters - Reading • My Backpack App
6. Make predictions based on illustrations or portions of story or text.	<p>Classroom Advantage Only</p> <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 	<ul style="list-style-type: none"> • Homelink Newsletters - Reading • My Backpack App



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. PHONOLOGICAL AWARENESS: AN AWARENESS THAT LANGUAGE CAN BE BROKEN INTO WORDS, SYLLABLES, AND SMALLER PIECES OF SOUND.			
1. Identify and discriminate between words in language.	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: <ul style="list-style-type: none"> • Letters Make Words • Print Concepts • Distinguish Letters 	<ul style="list-style-type: none"> • Word Hunt • Word Walk • 20 Power Word practice pages • 10 Decodable Word activities • This Little Pig: Standing Sentence 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Phonological Awareness • My Backpack App
2. Identify and discriminate between separate syllables in words.	<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"> • Homelink Newsletters <ul style="list-style-type: none"> - Phonological Awareness • My Backpack App
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same 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"> • Homelink Newsletters <ul style="list-style-type: none"> - Phonological Awareness • My Backpack App
4. 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 • Right Initial Sound Practice (Andy's Adventure, Baby's Birthday, At Camp, Ed the Elephant, Four Fish, Hair, Jumbled, Magnifying Glass) 	<ul style="list-style-type: none"> • Six Silly Sailors: Blend Onsets with Rime • Rhyme Awareness: Humpty Dumpty (Rhyme Cheer) • Sizes Song Guess the Rhyme • Rhyme Race 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Phonological Awareness - Comprehension & Vocabulary • My Backpack App • DVDs



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. ALPHABET KNOWLEDGE THE NAMES AND SOUNDS ASSOCIATED WITH LETTERS.			
<p>1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review (capital letters or lowercase letters) • Distinguish Letters • Letter Checker (capital and lowercase letters) – Balloons, Popcorn, Fireflies • Fast Letter Fun (mixed cases) • Hidden Letters (Aa-Zz) • Hidden Pictures (capital and lowercase) Letter Pictures (capital and lowercase letters) • Letter Picture Writing (Aa-Zz) • Find the Letter (capital and lowercase) • What’s Your Name 	<ul style="list-style-type: none"> • Waterford Letter Cards • 26 Lowercase Letter Introduction activities • 26 Capital Letter Introduction activities • Letter match activity and master • Trace masters • Grown Up Name Tags • Why Do We Have Capital and Lowercase Letters? 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> – Alphabet Knowledge – Comprehension & Vocabulary • My Backpack App • DVDs
<p>2. Recognize that letters of the alphabet have distinct sound(s) associated with them.</p>	<ul style="list-style-type: none"> • ABC Songs • Factory, Fish, Jungle, Picnic, Red Riding Hood, Fireworks Alphabet Review (capital letters or lowercase letters) • Alphabet Review (capital letters or lowercase letters) • Distinguish Letters • Letter Checker (capital and lowercase letters) – Balloons, Popcorn, Fireflies • Fast Letter Fun (mixed cases) • Hidden Letters (capital and lowercase) • Hidden Pictures (capital and lowercase) • Name that Letter (capital and lowercase letters) • Letter Pictures (capital and lowercase letters) • Find the Letter (capital and lowercase) • What’s Your Name • Name That Letter 	<ul style="list-style-type: none"> • Waterford Letter Cards • 26 Lowercase Letter Introduction activities • 26 Capital Letter Introduction activities • Letter match activity and master • Trace masters • Grown Up Name Tags • Why Do We Have Capital and Lowercase Letters? 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> – Alphabet Knowledge – Comprehension & Vocabulary • My Backpack App • DVDs



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. ALPHABET KNOWLEDGE THE NAMES AND SOUNDS ASSOCIATED WITH LETTERS <i>continued</i>			
3. Attend to the beginning letters and sounds in familiar words.	<ul style="list-style-type: none"> Initial Sound Pre- and Post-assessment Initial Sound Instruction (8 sets) Right Initial Sound Practice (Andy's Adventure, Baby's Birthday, At Camp, Ed the Elephant, Four Fish, Hair, Jumbled, Magnifying Glass) 	<ul style="list-style-type: none"> Under: Blend Initial Phonemes Family Vacation: Blend Initial Phonemes Watch the Woolly Worm Blend Initial Phonemes Rex Is in a Fix: Blend Initial Phonemes 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Alphabet Knowledge Comprehension & Vocabulary My Backpack App DVDs
4. Identify letters and associate correct sounds with letters.	<ul style="list-style-type: none"> Letter Sound Songs (Show and Tell, Tongue Twister, Picture, Scientist, Picture) Find the Letter (capital and lowercase) Choose a Sound Practice (Together, Hair, Magnifying Glass, Camp) Letter Sounds /s/, /m/, /a/, /t/, /p/, /h/, /n/, /d/, /o/, c as /k/, /i/, /l/ Letter Sounds /f/, /r/, /j/, /w/, /k/, /y/, /b/, /u/, /g/, /e/, qu as /kw/, /v/, x as /ks/, /z/ Choose a Sound 	<ul style="list-style-type: none"> 25 Letter Sound Lessons 26 Read With Me activities Classmate Phonics Sound Sense Playing Cards 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Alphabet Knowledge Nursery Rhymes & Songs DVD Letter Sound Songs DVD
4. PRINT CONCEPTS AND CONVENTIONS: THE CONCEPTS ABOUT PRINT AND EARLY DECODING (IDENTIFYING LETTER-SOUND RELATIONSHIPS).			
1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	<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 	<ul style="list-style-type: none"> Watch the Woolly Worm Do You Know Which Ones Will Grow? I Go One Elephant Went Out to Play 	<ul style="list-style-type: none"> Homelink Newsletters <ul style="list-style-type: none"> Comprehension and Vocabulary My Backpack App



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
4. PRINT CONCEPTS AND CONVENTIONS: THE CONCEPTS ABOUT PRINT AND EARLY DECODING (IDENTIFYING LETTER-SOUND RELATIONSHIPS) <i>continued</i>			
2. Understand that print conveys meaning.	<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 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading • My Backpack App
3. Understand conventions, such as print moves from left to right and top to bottom of a page.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<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. Recognize words as a unit of print and understand that letters are grouped to form words.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<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
5. Recognize the association between spoken or signed and written words.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Name Magnets • Grown Up Name Tags • Power Word Masters 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading
5. EARLY WRITING: THE FAMILIARITY WITH WRITING IMPLEMENTS, CONVENTIONS, AND EMERGING SKILLS TO COMMUNICATE THROUGH WRITTEN REPRESENTATIONS, SYMBOLS, AND LETTERS.			
1. Experiment with writing tools and materials.		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 the Teacher Guide for more details.	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
5. EARLY WRITING: THE FAMILIARITY WITH WRITING IMPLEMENTS, CONVENTIONS, AND EMERGING SKILLS TO COMMUNICATE THROUGH WRITTEN REPRESENTATIONS, SYMBOLS, AND LETTERS <i>continued</i>			
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion	<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 the Teacher Guide for details on the many writing activities.	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, 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
4. Copy, trace, or independently write letters or words.	<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
5. 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
6. Identify information that is relevant.	<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



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
LOGIC & REASONING			
1. REASONING AND PROBLEM-SOLVING: THE ABILITY TO RECOGNIZE, UNDERSTAND, AND ANALYZE A PROBLEM AND DRAW ON KNOWLEDGE OR EXPERIENCE TO SEEK SOLUTIONS TO A PROBLEM.			
1. Seek multiple solutions to a question, task, or problem.	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. <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"> • Homelink Newsletters <ul style="list-style-type: none"> - Math - Science
2. Recognize cause-and-effect relationships.	<ul style="list-style-type: none"> • Look at Details • Weather Graph: 1, 2, 3 • Observe a Simple System • The Clouds • Water 	<ul style="list-style-type: none"> • States of Matter • Book of Smells • Solid and Liquid 	
3. Classify, compare, and contrast objects, events, and experiences.	<ul style="list-style-type: none"> • Order Size • Length • Big and Little • Songs: Large, Larger, Largest; Savanna Size • Heavy and Light • Tall and Short 	<ul style="list-style-type: none"> • Measuring Noodles • Noodle Lengths • Make a Balance • Size Sorting Station • Insect and Spider Numbers • Sort by Texture • Teddy Bear Contest • Trash or Garbage • Worm Sort 	
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 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. REASONING AND PROBLEM-SOLVING: THE ABILITY TO RECOGNIZE, UNDERSTAND, AND ANALYZE A PROBLEM AND DRAW ON KNOWLEDGE OR EXPERIENCE TO SEEK SOLUTIONS TO A PROBLEM <i>continued</i>			
5. Know that problems can be identified and possible solutions can be created.	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. <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"> • Dramatic Play centers • Plan a Building • Erasing Mistakes • Community Design 	
2. SYMBOLIC REPRESENTATION: THE USE OF SYMBOLS OR OBJECTS TO REPRESENT SOMETHING ELSE.			
1. Represent people, places, or things through drawings, movement, and three-dimensional objects.	<ul style="list-style-type: none"> • Executive Function Videos 	<ul style="list-style-type: none"> • Community Design • Dramatic Play Centers • Journal Writing Activities • Art Center 	
2. Engage in pretend play and act out roles.	<ul style="list-style-type: none"> • Pretend Play video • Read with Me Books • Sing a Rhyme Songs/Books • Sing Around the World Songs 	<ul style="list-style-type: none"> • Dramatic Play Centers 	
3. Recognize the difference between pretend or fantasy situations and reality.	<ul style="list-style-type: none"> • Pretend Play video • Read with Me Books • Sing a Rhyme Songs/Books • Sing Around the World Songs 	<ul style="list-style-type: none"> • Dramatic Play Centers 	
MATHEMATICS KNOWLEDGE & SKILLS			
1. NUMBER CONCEPTS AND QUANTITIES: THE UNDERSTANDING THAT NUMBERS REPRESENT QUANTITIES AND HAVE ORDINAL PROPERTIES (NUMBER WORDS REPRESENT A RANK ORDER, PARTICULAR SIZE, OR POSITION IN A LIST).			
1. Recognize numbers and quantities in the everyday environment.	<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



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. NUMBER CONCEPTS AND QUANTITIES: THE UNDERSTANDING THAT NUMBERS REPRESENT QUANTITIES AND HAVE ORDINAL PROPERTIES (NUMBER WORDS REPRESENT A RANK ORDER, PARTICULAR SIZE, OR POSITION IN A LIST) <i>continued</i>			
2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another.	<ul style="list-style-type: none"> • Counting Puzzle: 1-10, 11-20 • Dot to Dot: 1-10, 0-9, 6-15, 11-20 		
3. Associate quantities and the names of numbers with written numerals.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books • Number Instruction: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 • Number Trace (iPad only) • Bug Bits • Make and Count Groups 1-5 • Make and Count Groups 6-10 	<ul style="list-style-type: none"> • Build Numbers • Golf By Number • Grab and Match • Number Match-Up • Shake the Button 	<ul style="list-style-type: none"> • Homelink Newsletters – Math • My Backpack App • Math Sing-Along DVDs
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups 1-5 • Make and Count Groups 6-10 • One-to-One Correspondence • Count on by 1 • Number Trace (iPad only) 	<ul style="list-style-type: none"> • Bathtub Game • Counting Beads • Number books • Number book activities • Peace 	<ul style="list-style-type: none"> • Homelink Newsletters – Math • My Backpack App • Math Sing-Along DVDs
5. Use the number name of the last object counted to represent the number of objects in the set.	<ul style="list-style-type: none"> • Make and Count Groups 1-5 • Make and Count Groups 6-10 	<ul style="list-style-type: none"> • Bathtub Game • Counting Beads • Number books • Number book activities • Peace 	<ul style="list-style-type: none"> • Homelink Newsletters – Math • My Backpack App • Math Sing-Along DVDs



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. NUMBER RELATIONSHIPS AND OPERATIONS: THE USE OF NUMBERS TO DESCRIBE RELATIONSHIPS AND SOLVE PROBLEMS.			
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books • Number Counting Extended Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 • More Than • Fewer Than • For the Birds book • Greater Than, Less Than (1-digit Numbers) • Make a Math Story (More Than) • Make a Math Story (Fewer Than) 	<ul style="list-style-type: none"> • Equals Sign • Fewer Than • Greater Than/Less Than • Pasta Pot • Peace • Sticker Game 	<ul style="list-style-type: none"> • Homelink Newsletters - Math • My Backpack App
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	<ul style="list-style-type: none"> • Add Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • 5 Plus • Kid Addition • Number Beads • Number 6 Bags • Truck Addition & Subtraction • 10 to 0 activity 	<ul style="list-style-type: none"> • Homelink Newsletters - Math
3. Identify the new number created when numbers are combined or separated.	<ul style="list-style-type: none"> • Add Groups • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • 5 Plus • Kid Addition • Number Beads • Number 6 Bags • Truck Addition & Subtraction • 10 to 0 activity 	<ul style="list-style-type: none"> • Homelink Newsletters - Math
3. GEOMETRY AND SPATIAL SENSE: THE UNDERSTANDING OF SHAPES, THEIR PROPERTIES, AND HOW OBJECTS ARE RELATED TO ONE ANOTHER			
1. Recognize and name common shapes, their parts, and attributes.	<ul style="list-style-type: none"> • Marmot Shapes song • Shapes, Shapes, Shapes song • Simple Shapes • Solid Shapes • Kites song • Build with 3D Shapes 		<ul style="list-style-type: none"> • Homelink Newsletters - Math



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. GEOMETRY AND SPATIAL SENSE: THE UNDERSTANDING OF SHAPES, THEIR PROPERTIES, AND HOW OBJECTS ARE RELATED TO ONE ANOTHER <i>continued</i>			
2. Combine and separates shapes to make other shapes.	<ul style="list-style-type: none"> • Build with 3D Shapes 	<ul style="list-style-type: none"> • Activity Centers 	<ul style="list-style-type: none"> • Homelink Newsletters - Math
3. Compare objects in size and shape.	<ul style="list-style-type: none"> • Songs: Large, Larger, Largest; Savanna Size • Order Size • Length • Simple Shapes • Solid Shapes 	<ul style="list-style-type: none"> • Noodle Lengths • Order it Up! • Size Sorting Station 	<ul style="list-style-type: none"> • Homelink Newsletters - Math
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.	<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? 	
4. PATTERNS: THE RECOGNITION OF PATTERNS, SEQUENCING, AND CRITICAL THINKING SKILLS NECESSARY TO PREDICT AND CLASSIFY OBJECTS IN A PATTERN.			
1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.	<ul style="list-style-type: none"> • All Sorts of Laundry song • Buttons, Buttons book • Sort • DA Solid Shapes 	<ul style="list-style-type: none"> • 6 Pattern Block Puzzles • Circles and Sides • Combining Shapes • Playing with Shapes • Circles and Sides • Corners and Sides • Fancy Shapes • Simple Shapes 	<ul style="list-style-type: none"> • Homelink Newsletters - Math
2. Recognize, duplicate, and extend simple patterns.	<ul style="list-style-type: none"> • Train Stations Pattern Song • Patterns • Pattern AB • Pattern ABB • Pattern ABC • Taking Turns with Patterns 	<ul style="list-style-type: none"> • Cereal Necklaces • Chips and Salsa • Patterns • Taking Turns with Patterns 	<ul style="list-style-type: none"> • Homelink Newsletters - Math



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
4. PATTERNS: THE RECOGNITION OF PATTERNS, SEQUENCING, AND CRITICAL THINKING SKILLS NECESSARY TO PREDICT AND CLASSIFY OBJECTS IN A PATTERN <i>continued</i>			
3. Create patterns through the repetition of a unit.	<ul style="list-style-type: none"> • Train Stations Pattern Song • Patterns • Pattern AB • Pattern ABB • Pattern ABC • Taking Turns with Patterns 	<ul style="list-style-type: none"> • Cereal Necklaces • Chips and Salsa • Patterns • Taking Turns with Patterns 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Math
5. MEASUREMENT AND COMPARISON: THE UNDERSTANDING OF ATTRIBUTES AND RELATIVE PROPERTIES OF OBJECTS AS RELATED TO SIZE, CAPACITY, AND AREA.			
1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).	<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 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Math
2. Order objects by size or length.	<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
3. Use nonstandard and standard techniques and tools to measure and compare.	<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 EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
5. MEASUREMENT AND COMPARISON: THE UNDERSTANDING OF ATTRIBUTES AND RELATIVE PROPERTIES OF OBJECTS AS RELATED TO SIZE, CAPACITY, AND AREA <i>continued</i>			
4. Describe the order of common events.	<ul style="list-style-type: none"> • Daily Calendar Activities • Daily Numbers • First, Middle, Last • Order Numbers 1-5 • Order Numbers 6-10 	<ul style="list-style-type: none"> • First, Next, Last • Introduce Number weekly activities 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Math
5. Sequence a simple set of activities or events.	<ul style="list-style-type: none"> • Daily Calendar Activities • Sequencing Events songs 		<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Math
SCIENCE KNOWLEDGE & SKILLS			
1. SCIENTIFIC SKILLS AND METHOD: THE SKILLS TO OBSERVE AND COLLECT INFORMATION AND USE IT TO ASK QUESTIONS, PREDICT, EXPLAIN, AND DRAW CONCLUSIONS.			
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	<ul style="list-style-type: none"> • Look at Details • Scientist Biographies • Science Investigation • Observe a Simple System • Science Tools 	<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 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Science
2. Observe and discuss common properties, differences, and comparisons among 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 - Science
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	<ul style="list-style-type: none"> • Look at Details • Scientist Biographies • Science Investigation • Observe a Simple System • Science Tools 	<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 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Science



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. SCIENTIFIC SKILLS AND METHOD: THE SKILLS TO OBSERVE AND COLLECT INFORMATION AND USE IT TO ASK QUESTIONS, PREDICT, EXPLAIN, AND DRAW CONCLUSIONS <i>continued</i>			
4. Collect, describe, and record information through discussions, drawings, maps, and charts.	<ul style="list-style-type: none"> • Observe a Simple System • Science Tools Classroom Advantage Only • Songs: Tallying, Graphing • One More Cat book • Graphs • Tally Marks 	<ul style="list-style-type: none"> • Bone Exploration • Bungee Scale 	
5. Describe and discuss predictions, explanations, and generalizations based on past experience.	<ul style="list-style-type: none"> • The Clouds • Amphibians • Scientific Investigation 	<ul style="list-style-type: none"> • Seed Investigation • Will it Fly? • Do Plants Need Water to Grow? 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Science
2. CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD: THE ACQUISITION OF CONCEPTS AND FACTS RELATED TO THE NATURAL AND PHYSICAL WORLD AND THE UNDERSTANDING OF NATURALLY-OCCURRING RELATIONSHIPS.			
1. Observe, describe, and discuss living things and natural processes.	<ul style="list-style-type: none"> • I Am Part of All I See song • Where in the World Would You Go Today? Book • Plant or Animal • Food From Plants • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates 	<ul style="list-style-type: none"> • Insects and How They Walk • Swamp Sensory Tub • Observing Plants and Animals • Plant or Animal • Living or Non-Living • Roots and Shoots 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Science
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.	<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 	<ul style="list-style-type: none"> • Raising Tadpoles 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Science



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD: THE ACQUISITION OF CONCEPTS AND FACTS RELATED TO THE NATURAL AND PHYSICAL WORLD AND THE UNDERSTANDING OF NATURALLY-OCCURRING RELATIONSHIPS <i>continued</i>			
3. Observe, describe, and discuss properties of materials and transformation of substances	<ul style="list-style-type: none"> • Magnets • The Clouds • Water 	<ul style="list-style-type: none"> • States of Matter • Book of Smells • Solid and Liquid 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Science
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.	<ul style="list-style-type: none"> • Songs: The Moon, Precipitation Constellations • Moon • The Clouds • Star Pictures book 	<ul style="list-style-type: none"> • The Sun Makes Things Warm • Seed Investigation • Spring • Winter • Summer • Fall 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Science
5. 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.	<ul style="list-style-type: none"> • Weather Graph • Songs: The Moon, Precipitation Constellations • Moon • Clouds • Star Pictures book 	<ul style="list-style-type: none"> • Traveling Light • Star Pictures • The Sun Makes Things Warm 	
6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.	<ul style="list-style-type: none"> • Look at Details • Make Comparisons • Simple Machines 	<ul style="list-style-type: none"> • Will It Fly? • Activity Centers 	
SOCIAL STUDIES KNOWLEDGE & SKILLS			
1. SELF, FAMILY, AND COMMUNITY: THE UNDERSTANDING OF ONE’S RELATIONSHIP TO THE FAMILY AND COMMUNITY, ROLES IN THE FAMILY AND COMMUNITY, AND RESPECT FOR DIVERSITY.			
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. Understand similarities and respect differences among people.	<ul style="list-style-type: none"> • Executive Function Videos 	<ul style="list-style-type: none"> • Same, Same, But Different 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. SELF, FAMILY, AND COMMUNITY: THE UNDERSTANDING OF ONE’S RELATIONSHIP TO THE FAMILY AND COMMUNITY, ROLES IN THE FAMILY AND COMMUNITY, AND RESPECT FOR DIVERSITY <i>continued</i>			
3. Recognize a variety of jobs and the work associated with them.	<ul style="list-style-type: none"> • Daily Calendar Activities • Sequencing Events songs • Clubhouse • Come Inside • My Name is Squirrel 	See the SmartStart Teacher Guide Unit 1, Week 2—Routines Tell Us What to Expect. Also see Teacher Guide for details on Daily Routines. <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) 	
4. Understand the reasons for rules in the home and classroom and for laws in the community.	<ul style="list-style-type: none"> • Daily Calendar Activities • Sequencing Events song 	See the SmartStart Teacher Guide Unit 1, Week 2—Routines Tell Us What to Expect. Also see Teacher Guide for details on Daily Routines.	
5. Describe or draw aspects of the geography of the classroom, home, and community.	<ul style="list-style-type: none"> • I Am Part of All I See song • Where in the World Would You Go Today? book • Create Your Own Environment 	<ul style="list-style-type: none"> • Community Design 	
6. Recognize money and identify its purpose.	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 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. PEOPLE AND THE ENVIRONMENT: THE UNDERSTANDING OF THE RELATIONSHIP BETWEEN PEOPLE AND THE ENVIRONMENT IN WHICH THEY LIVE.			
1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	<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"> • Community Design 	
2. Recognize that people share the environment with other people, animals, and plants.	<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"> • Community Design 	
3. Understand that people can take care of the environment through activities, such as recycling.	<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"> • Taking Good Care of Our Earth • Garbage Elves 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. HISTORY AND EVENTS: THE UNDERSTANDING THAT EVENTS HAPPENED IN THE PAST AND HOW THESE EVENTS RELATE TO ONE'S SELF, FAMILY, AND COMMUNITY.			
1. Differentiate between past, present, and future.	<ul style="list-style-type: none"> Observe a Simple System Daily Calendar Activities (yesterday, today, tomorrow) Scientist Biographies <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> Build Knowledge: Lizard and the Painted Rock 	<ul style="list-style-type: none"> Changing Reptiles I Want to Be a Scientist Like George Washington Carver Raising Tadpoles 	
2. Recognize events that happened in the past, such as family or personal history.	<ul style="list-style-type: none"> Observe a Simple System Daily Calendar Activities (yesterday, today, tomorrow) Scientist Biographies <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> Build Knowledge: Lizard and the Painted Rock 	<ul style="list-style-type: none"> I Want to Be a Scientist Like George Washington Carver 	
3. Understand that how people live and what they do changes over time.	<ul style="list-style-type: none"> Scientist Biographies <p>Classroom Advantage Only</p> <ul style="list-style-type: none"> Build Knowledge: Lizard and the Painted Rock 	<ul style="list-style-type: none"> I Want to Be a Scientist Like George Washington Carver 	
CREATIVE ARTS EXPRESSION			
1. MUSIC: THE USE OF VOICE AND INSTRUMENTS TO CREATE SOUNDS.			
1. Participate in music activities, such as listening, singing, or performing.	<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.</p>	<p>Family DVD set provides songs for at home use. See titles at end of document.</p>



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. MUSIC: THE USE OF VOICE AND INSTRUMENTS TO CREATE SOUNDS <i>continued</i>			
2. Experiment with musical instruments.		<ul style="list-style-type: none"> • Tambourine Craft • Playtime with Maracas • Instrumental Chairs • Rain Sticks 	
3. Respond to rhythmic patterns and elements of music using expressive movement.		<ul style="list-style-type: none"> • Scarf Play • Barnyard Dance • I Am a Clown! • Music Movement • Flight of the Bumblebee 	
4. Improvise movement and sound responses to music.		<ul style="list-style-type: none"> • Music Movement • Giraffes Can't Dance • Footprints and Snowflakes • Dancing with Props 	
5. Describe and respond to musical elements.		<ul style="list-style-type: none"> • Music Movement • Dancing with Props • Listen to the Beat • Red, Red Robin 	
6. Recognize a wide variety of sounds and sound sources.	<ul style="list-style-type: none"> • Sounds in Order • Sound song 	<ul style="list-style-type: none"> • Sound Box Match Up • Llama Llama Sounds 	
7. Express feeling responses to music.		<ul style="list-style-type: none"> • Music Movement • Flight of the Bumblebee 	
8. Recognize music in daily life.	<ul style="list-style-type: none"> • Sing a Rhyme Songs • Around the World Songs • ABC Songs • Number Songs • Counting Songs 		<ul style="list-style-type: none"> • DVDs



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
2. CREATIVE MOVEMENT AND DANCE: THE USE OF THE BODY TO MOVE TO MUSIC AND EXPRESS ONESELF.			
1. Express what is felt and heard in various musical tempos and styles.	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 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.
2. Move to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> • Baby’s Ballet • Sing a Rhyme Songs • Around the World Songs • ABC Songs • Number Songs • Counting Songs 	<ul style="list-style-type: none"> • Listen to the Beat • Red, Red Robin 	
3. Use creative movement to express concepts, ideas, or feelings.	<ul style="list-style-type: none"> • Baby’s Ballet 	<ul style="list-style-type: none"> • Music Movement • Dancing with Props • Listen to the Beat • Red, Red Robin 	
4. Demonstrate simple phrases of movement in time and space.		<ul style="list-style-type: none"> • Music Movement • Discovering Pathways in Space 	
5. Attentively observe a dance performance.	<ul style="list-style-type: none"> • Baby’s Ballet 		
6. Recognize dances from around the world.			
3. ART: THE USE OF A RANGE OF MEDIA AND MATERIALS TO CREATE DRAWINGS, PICTURES, OR OTHER OBJECTS.			
1. Use different materials and techniques to make art creations.	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.



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. ART: THE USE OF A RANGE OF MEDIA AND MATERIALS TO CREATE DRAWINGS, PICTURES, OR OTHER OBJECTS <i>continued</i>			
2. Discuss one's own artistic creations and those of others.	<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 	
3. Know that works of art can represent people, places, and things.	<ul style="list-style-type: none"> • Baby's Ballet • Baby's Birthday • Mama's Melody • Squirrel's Sketch • 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 	
4. Identify art in daily life.	<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"> • Zulu Art • Eric Carle's ABC 	
5. Understand that artists have an important role in communities	<p>Classroom Advantage Only</p> <ul style="list-style-type: none"> • Build Knowledge: Lizard and the Painted Rock 	<ul style="list-style-type: none"> • Zulu Art • Eric Carle's ABC 	
4. DRAMA & THEATRE ARTS: THE PORTRAYAL OF EVENTS, CHARACTERS, OR STORIES THROUGH ACTING AND USING PROPS AND LANGUAGE.			
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	The courseware provides over 60 books that can be used as resources for portraying events, characters or stories. See book titles at end of document.	Within SmartStart, children are provided opportunities to express feelings and ideas and to tap into their imagination by participating in portraying events, characters, and stories. See Teacher Guide 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.



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
4. DRAMA & THEATRE ARTS: THE PORTRAYAL OF EVENTS, CHARACTERS, OR STORIES THROUGH ACTING AND USING PROPS AND LANGUAGE <i>continued</i>			
2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	<ul style="list-style-type: none"> • Baby’s Ballet • Baby’s Birthday • Mama’s Melody • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Guess How I’m Feeling • Let’s Play • Farm to Table • Dramatic Play Center 	
3. Respond to stories and plays.	<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 • Compare Characters • Find an Answer • Peek at the Story • Sum Up, Five Ws 	<ul style="list-style-type: none"> • Little Cloud • Old Lady’s Animals • Reading Center 	
APPROACHES TO LEARNING			
1. INITIATIVE AND CURIOSITY: AN INTEREST IN VARIED TOPICS AND ACTIVITIES, A DESIRE TO LEARN, CREATIVITY, AND INDEPENDENCE IN LEARNING.			
1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	<ul style="list-style-type: none"> • Marmot Basket • Baby’s Ballet • Baby’s Birthday • Mama’s Melody • Squirrel’s Sketches • Papa’s Play 	<ul style="list-style-type: none"> • Daily Routines (see Teacher Guide) • Unit 7—I Wonder 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
1. INITIATIVE AND CURIOSITY: AN INTEREST IN VARIED TOPICS AND ACTIVITIES, A DESIRE TO LEARN, CREATIVITY, AND INDEPENDENCE IN LEARNING <i>continued</i>			
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.	SmartStart is specifically designed to spark curiosity and to instill a love of learning in young children. The sequence weaves together math, science, literacy, and social awareness activities in an engaging 15-minute session. Students are able to be scientists making observations and meteorologists recording the weather. SmartStart ensures that children will have fun while learning, which builds a lifelong desire to explore.	<ul style="list-style-type: none"> • Ask the Librarian • I Ask Questions • Illustration Investigation • Unit 7—I Wonder 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading - Math - Science
3. Ask questions and seek new information.	<ul style="list-style-type: none"> • Science Investigation • Science Tools 	<ul style="list-style-type: none"> • Ask the Librarian • I Ask Questions • Illustration Investigation • Unit 7—I Wonder 	
2. PERSISTENCE AND ATTENTIVENESS: THE ABILITY TO BEGIN AND FINISH ACTIVITIES WITH PERSISTENCE AND ATTENTION.			
1. Maintain interest in a project or activity until completed.	While interacting with the software, students must listen to and follow multi-step directions. Students can click on the “listen again” button to hear instructions a second time. Visual clues are provided when students need extra assistance.	<ul style="list-style-type: none"> • Activity Centers • Plan a Building • Unit 8—I’m a Team Player 	<ul style="list-style-type: none"> • Homelink Newsletters <ul style="list-style-type: none"> - Reading - Math - Science
2. Set goals and develop and follow through on plans.	<ul style="list-style-type: none"> • Chicken Observation 	<ul style="list-style-type: none"> • Plan a Building • Getting Ready for Next Week • Raising Tadpoles • Unit 8—I’m a Team Player 	
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	<ul style="list-style-type: none"> • SmartStart Courseware 	<ul style="list-style-type: none"> • Dramatic Play centers • Plan a Building • Erasing Mistakes • Community Design • Waiting Game 	



COLORADO EARLY LEARNING & DEVELOPMENT STANDARD	DIGITAL RESOURCES	PRINT RESOURCES	FAMILY ENGAGEMENT RESOURCES
3. COOPERATION: AN INTEREST AND ENGAGEMENT IN GROUP EXPERIENCES.			
1. Plan, initiate, and complete learning activities with peers.	<ul style="list-style-type: none"> • Executive Function videos 	<ul style="list-style-type: none"> • Dramatic Play centers • Plan a Building • Community Design • Unit 8—I’m a Team Player 	
2. Join in cooperative play with others and invite others to play.	<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 • Unit 8—I’m a Team Player 	
3. Model or teach peers.		<ul style="list-style-type: none"> • Master or Mistress of the Animals • Unit 4—We Help Each Other 	
4. Help, share, and cooperate in a group.	<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 Chair • Let’s Play! • Hi! Notes • Taking Turns • I’m Done 	



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

