

CURRICULUM *Correlation*

*Waterford Early
Learning*

PreK Sequence

100%

*Georgia Early
Learning and
Development
Standards 2013*

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OVERVIEW



This document provides a detailed correlation of WATERFORD EARLY LEARNING *to* GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 2013.

WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for early learners.

Waterford Early Learning is a technology-based early reading, math, and science program with integrated assessments and teacher resources.

Waterford Reading is a comprehensive, adaptive reading curriculum designed to help each student become a fluent reader. Waterford Reading incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency.



Following an extensive review, Waterford Reading received CASE endorsement in 2016. The Council of Administrators of Special Education (CASE) is an international educational organization affiliated with the Council for Exceptional Children.

Waterford Math & Science provides young learners comprehensive instruction in the major areas of early math: numbers and operation, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science.

EVIDENCE-BASED CURRICULUM

Waterford curriculum has been formally [evaluated in dozens of studies](#). In each study, Waterford classrooms outperform comparison-group classes in most, if not all, of the examined measures. In

particular, Waterford stands out for providing significant learning gains for at-risk students and English Language Learners.

STUDENT-CENTERED LEARNING

Waterford's student-centered, personalized learning software adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace.

Placement Assessment: Students begin their experience with a Placement Assessment. Based on rigorous research, the Placement Assessment evaluates a student's abilities and determines an appropriate starting point.

Adaptive, Individualized Learning: Waterford provides a mastery-based curriculum. As such, Waterford automatically provides instruction, remediation, and review to support students toward mastery of learning objectives based on student performance in ongoing assessment.

Data-Informed Instruction: Administrators and teachers can also use the program's rich reporting features to monitor progress in real-time, to identify areas of difficulty, and to utilize additional intervention tools in varied instructional settings.

TEACHER RESOURCES

With resources available in the Waterford Manager, thousands of online activities are available for teachers to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons](#) aligned to their own pacing guide, core curriculum, or state standards.

For preK teachers looking for daily lesson plans, a complete curriculum comprised of seven thematic units is available for download in the Waterford Manager.

CORRELATION DESCRIPTION

This document correlates state standards to Waterford resources. Waterford resources include

- **Digital Resources:** Engaging, evidence-based online activities that are presented to students during their individualized instruction. These activities are also available for collaborative instruction in Classroom Advantage.
- **Print, PDF, and Internet Resources:** Teacher guides, Waterford Manager teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford is continually developing their programs with the latest research findings. Please note that this correlation is accurate as of the date on the cover.



SUPPORT

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



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES*
PHYSICAL DEVELOPMENT		
1: HEALTH AND WELL-BEING		
PDM1: The child will practice healthy and safe habits.		
PDM1.4a Stays awake and alert except during voluntary nap time		<ul style="list-style-type: none"> • Introduction, Pg. 23 Tips for Supporting Self-Regulation Skills • Center Activities • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile • Unit 7, Pg. 205 Healthy Eating
PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.		<ul style="list-style-type: none"> • Dance and Movement Activities
PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.	<ul style="list-style-type: none"> • Song: Sun Blues 	<ul style="list-style-type: none"> • Unit 3, Pg. 287 Sun Safe Song • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 231 Water Safety
PDM1.4d Communicates the importance of safety rules.		<ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 3, Pg. 339 Emergency! • Unit 3, Pg. 287 Sun Safe Song
PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food 	<ul style="list-style-type: none"> • Unit 6, Pg. 7 Dramatic Play: Gym • Unit 6, Pg. 79 Bath Time • Unit 6, Pg. 108 Exercise Makes Me Better
PDM1.4f Can name people who keep them safe and healthy.		<ul style="list-style-type: none"> • Unit 3, Pg. 375 Trusted Adults • Unit 7, Pg. 168 Dramatic Play: Dentist's Office

* Teacher Resources are found in the SmartStart Teacher Guides. Download the guides from the Waterford Manager (<https://manager.waterford.org/>).



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PDM2: The child will participate in activities related to nutrition.		
PDM2.4a Helps prepare nutritious snacks and meals.	<ul style="list-style-type: none"> • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 316 Plant Part Salad • Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.	<ul style="list-style-type: none"> • Healthy Food • Dinner Time 	<ul style="list-style-type: none"> • Unit 3, Pg. 316 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating
2: USE OF SENSES		
PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.		
PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.		<ul style="list-style-type: none"> • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 178 Fox In a Box
PDM3.4b Demonstrates spatial awareness through play activities.	<ul style="list-style-type: none"> • Song: Monster Trucks • Book: Up in the Air • Right, Left • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 225 Where We Are • Unit 5, Pg. 233 Slide Like a Snail
PDM4: The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.		
PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Touch • Hearing • Taste • Smell • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 75. Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 195 Taste and Smell Activity • Unit 5, Pg. 175 Ant Farm Extension
PDM4.4b Takes things apart and invents new structures using the parts.		<ul style="list-style-type: none"> • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 7, Pg. 141 Tool Workshop



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3: MOTOR SKILLS		
PDM5: The child will demonstrate gross motor skills.		
PDM5.4a Coordinates movements to perform more complex tasks.		<ul style="list-style-type: none"> Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 122. Obstacle Course
PDM5.4b Demonstrates coordination and balance in a variety of activities.		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 4, Pg. 42 Birds on a Perch Unit 7, Pg. 238 Surfing the Waves
PDM6: The child will demonstrate fine motor skills.		
PDM6.4a Performs fine motor tasks that require small-muscle strength and control.	<ul style="list-style-type: none"> The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words. 	<ul style="list-style-type: none"> Unit 1, Pg. 114 Snip, Snip, Cut Unit 4, Pg. 43 Capital Letter Scrapbook Unit 7, Pg. 141 Tool Workshop
PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.	<ul style="list-style-type: none"> The daily use of a touch pad or mouse develops eye-hand coordination. 	<ul style="list-style-type: none"> Unit 4, Pg. 18 Skeleton Hands Unit 5, Pg. 219 Spider Webs
PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.	<ul style="list-style-type: none"> The daily use of a touch pad or mouse develops eye-hand coordination. 	<ul style="list-style-type: none"> Unit 2, Pg. 254 Polly Put the Kettle On Unit 3, Pg. 314 Cutting Shapes
SOCIAL AND EMOTIONAL DEVELOPMENT		
1: DEVELOPING A SENSE OF SELF		
SED1: The child will develop self-awareness.		
SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	<ul style="list-style-type: none"> My Family Come Inside Clubhouse Dinner Time The Picnic 	<ul style="list-style-type: none"> Unit 2, Pg. 158 This Belongs to a Friend Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.	<ul style="list-style-type: none"> Book: Mine Lost and Found It's Not Fair! Do I Have To? Lost Dinosaur 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 2, Pg. 158 This Belongs to a Friend Unit 4, Pg. 26 Journal Prompt: I feel... Unit 5, Pg. 188 Insect Walking Sounds



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SED1: The child will develop self-awareness <i>continued</i>.		
SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	<ul style="list-style-type: none"> • My Name Is Squirrel • Squirrel’s Sketches • Soup’s On! 	<ul style="list-style-type: none"> • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 4, Pg. 112 I Can Book
SED1.4d Shows independence in his/her own choices.	<ul style="list-style-type: none"> • My Name Is Squirrel • Squirrel’s Sketches • Perfect Present • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 110 Plan, Do, Review • Unit 1, Pg. 18 Afternoon Centers • Unit 6, Pg. 58 Journal Prompt: My Great Idea
SED2: The child will engage in self-expression.		
SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • Where’s Papa? • Soup’s On! • Do I Have To? • It’s Not Fair! • Perfect Present • Party Time • Dinner Time • The Picnic 	<ul style="list-style-type: none"> • Unit 4, Pg. 26 Journal Prompt: I feel... • Unit 4, Pg. 74 It’s Okay to Say No • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
SED2.4b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • Where’s Papa? • Soup’s On! • Do I Have To? • It’s Not Fair! • Perfect Present • Party Time • Squirrel’s Blocks • Lost Dinosaur • Papa’s Thumb 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I feel...
SED2.4c Uses pretend-play to show emotions of self and others.	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 3, Pg. 367 Animal Beat • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SED2: The child will engage in self-expression <i>continued</i>.		
<p>SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each</p>	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Soup's On! • Boo Hoo Baby • Lost and Found • Where's Papa? • Baby's Berries • Lost Keys • Broken Lamp 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
2: SELF-REGULATION		
SED3: The child will begin to demonstrate self-control.		
<p>SED3.4a Independently follows rules and routines.</p>	<p>Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 20. Reflection and Dismissal • Unit 7, Pg. 178 Fox In a Box
<p>SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.</p>	<p>Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Soup's On! • Lost and Found • Squirrel's Blocks • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 1, Pg. 39 Quiet Time • Unit 2, Pg. 214 Garbage Elves • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
<p>SED3.4c Regulates a range of impulses.</p>	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Soup's On! • Lost and Found • Find Me • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
<p>SED3.4d Manages transitions and adapts to changes in schedules and routines independently.</p>	<ul style="list-style-type: none"> • Soup's On! 	<ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 36 Jump Up and Down Transition



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3: DEVELOPING A SENSE OF SELF WITH OTHERS		
SED4: The child will develop relationships and social skills with adults.		
SED4.4a Transitions well into new, unfamiliar settings.		<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, P g. 14 School Field Trip
SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Lost and Found Lost Dinosaur Squirrel's Blocks 	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It Unit 5, Pg. 173 Asking for Help
SED4.4c Shows affection to familiar adults by using more complex words and actions.	<ul style="list-style-type: none"> Find Me! Where's Papa? 	<ul style="list-style-type: none"> Introduction, Pg. 18 Family Engagement Unit 1, Pg. 20 Reflection and Dismissal Unit 3, Pg. 375 Trusted Adults
SED4.4d Seeks out adults as a resource for help and assistance.	<ul style="list-style-type: none"> Lost and Found Find Me Do I Have To? Lost Dinosaur Squirrel's Blocks 	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It
SED5: The child will develop relationships and social skills with peers.		
SED5.4a Develops and maintains friendships with other children.	<ul style="list-style-type: none"> Clubhouse Marmot Basket 	<ul style="list-style-type: none"> Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 4, Pg. 84 Working Together Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend Unit 7, Pg. 249 Friendship
SED5.4b Plays cooperatively with a few peers for a sustained period of time.	<ul style="list-style-type: none"> Clubhouse Marmot Basket 	<ul style="list-style-type: none"> Dramatic Play Activities Introduction, Pg. 9 Block Center Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? Unit 7, Pg. 178 Fox in a Box
SED5.4c Attempts to resolve peer conflicts using appropriate strategies.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 4, Pg. 66 Good Friends Activity: Two Friends Unit 6, Pg. 107 How to Solve a Problem



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SED5: The child will develop relationships and social skills with peers <i>continued</i>.		
SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby's Berries 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper
SED5.4e Shows respect for peers' personal space and belongings.	<ul style="list-style-type: none"> • Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own. 	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Introduction to Centers • Unit 2, Pg. 169 Personal Space Circle
APPROACHES TO PLAY AND LEARNING		
1: INITIATIVE AND EXPLORATION		
APL1: The child will demonstrate initiative and self-direction.		
APL1.4a Takes initiative to learn new concepts and try new experiences—Initiates and completes new tasks by himself/herself.	<ul style="list-style-type: none"> • Squirrel's Sketches 	<ul style="list-style-type: none"> • Unit 2, Pg. 232 Wash the Tables! • Unit 4, Pg. 120 Monarch of the Animals • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 7, Pg. 198 Program Decorations • Unit 7, Pg. 212 It's Different, But It's Good!
APL1.4b Selects and carries out activities without adult prompting.	<ul style="list-style-type: none"> • Squirrel's Sketches • Boo Hoo Baby • Baby's Ballet • Baby's Berries 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 7, Pg. 134 Dramatic Play: Architect's Office
APL1.4c Sets goals and develops and follows through on plans.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 50 Follow the Apples Investigation • Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation • Unit 1, Pg. 110 Plan, Do, Review



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
APL2: The child will demonstrate interest and curiosity.		
<p>APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.</p>	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 7, Pg. 203 Spring Gallop!
<p>APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.</p>	<ul style="list-style-type: none"> Science Investigation Science Tools 	<ul style="list-style-type: none"> Unit 1, Pg. 24 What Do Scientists Do? Unit 6, Pg. 20 May I Help Game
<p>APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.</p>	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation 	<ul style="list-style-type: none"> Introduction, Pg. 16 Science Center Introduction, Pg. 16 Sensory Table Dramatic Play Activities
2: ATTENTIVENESS AND PERSISTENCE		
APL3: The child will sustain attention to a specific activity and demonstrate persistence.		
<p>APL3.4a Engages in independent activities and continues tasks over a period of time.</p>	<p>Waterford Early Learning runs on a dynamic sequence engine that responds to each child's individual interactions. Engaging, game-like graphics and scaffolded instruction hold children's attention.</p>	<ul style="list-style-type: none"> Unit 1, Pg. 28 SmartStart Orientation Unit 1, Pg. 110 Plan, Do, Review
<p>APL3.4b Practices to improve skills that have been accomplished.</p>	<p>Waterford's consistent review and practice enables students to develop and improve skills.</p>	<ul style="list-style-type: none"> Unit 1, Pg. 15 Wash Hands and Use Bathroom Unit 1, Pg. 88 Let's Play Unit 1, Pg. 96 Friendly Musical Chairs
<p>APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.</p>	<ul style="list-style-type: none"> Marmot Basket Musical Mayhem The Picnic 	<ul style="list-style-type: none"> Unit 1, Pg. 76 Taking Turns Game Unit 4, Pg. 84 Working Together
<p>APL3.4d Persists in trying to complete a task after previous attempts have failed.</p>	<p>Children build persistence in Waterford Early Learning with ongoing support and encouragement. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3: PLAY		
APL4: The child will engage in a progression of imaginative play.		
APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play • Real and Make-believe • Distinguish Between Fantasy and Reality 	<ul style="list-style-type: none"> • Dramatic Play Activities
APL5: The child will demonstrate a cooperative and flexible approach to play and learning.		
APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.	<ul style="list-style-type: none"> • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Let's Play • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
APL5.4b Demonstrates flexibility in taking on various roles in a group setting.	<ul style="list-style-type: none"> • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Unit 1, Pg. 36 Jump Up and Down Transition • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 4, Pg. 84 Working Together
APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present • Marmot's Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 1, Pg. 68 Dramatic Play: Garage • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 7, Pg. 141 Tool Workshop
APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.	<ul style="list-style-type: none"> • Book: Milton's Mittens • Perfect Present • Lost Dinosaur • Squirrel's Blocks 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 13 We're All Happy • Unit 6, Pg. 107 How to Solve a Problem
APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.		<ul style="list-style-type: none"> • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 4, Pg. 74 It's Okay to Say No



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMMUNICATION, LANGUAGE AND LITERACY STANDARDS		
1: RECEPTIVE LANGUAGE		
CLL1: The child will listen to conversations and demonstrate comprehension.		
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> • Listening Activities • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 17 Listening Song • Unit 6, Pg. 59 Rhythm Stick Sounds
CLL1.4b Listens to and follows multi-step directions.	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 61 Reflection and Dismissal
CLL1.4c Extends/expands thoughts or ideas expressed.	<ul style="list-style-type: none"> • Marmot Basket • Pretend Play • Perfect Present • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas • Unit 6, Pg. 58 Journal Prompt: My Great Idea
CLL2: The child will acquire vocabulary introduced in conversations, activities, stories or books.		
CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.	Waterford Early Learning activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. <ul style="list-style-type: none"> • Informational Books • Math Books • Science Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Dramatic Play Activities • Story Time Activities • Unit 1, Pg. 13 Going on a Bear Hunt • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2: EXPRESSIVE LANGUAGE		
CLL3: The child will use nonverbal communication for a variety of purposes.		
CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.	<ul style="list-style-type: none"> Book: Seeing Fingers; Noise, What Noise? 	<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy
CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language and actions.	<ul style="list-style-type: none"> It's Not Fair! Lost and Found Baby's Berries Lost Dinosaur Squirrel's Blocks Papa's Thumb Lost Keys Broken Vase 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 4 Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy
CLL4: The child will use increasingly complex spoken language.		
CLL4.4a Uses spoken language that can be understood with ease.	Waterford Early Learning introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> Build Knowledge Vocabulary 	<ul style="list-style-type: none"> Unit 1, Pg. 136 Find Someone Who Has... Unit 1, Pg. 145 What's in the Bag? Unit 1, Pg. 149 I Am, I Can
CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	<ul style="list-style-type: none"> Song: What is a Sentence? Sentences 	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 5, Pg. 141 Language: Sentence Board Game
CLL4.4c Describes activities, experiences, and stories with more detail.	<ul style="list-style-type: none"> Look at Details Build Knowledge Connect to Me 	<ul style="list-style-type: none"> Unit 1, Pg. 134 Texture Sort Unit 1, Pg. 145 What's in the Bag? Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
CLL4.4d Uses new and expanded vocabulary in a variety of situations.	Waterford Early Learning activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 6, Pg. 38 Dramatic Play: To the Moon! Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3: EARLY READING		
CLL5: The child will acquire meaning from a variety of materials read to him/her.		
CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Peek at the Story 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1, Pg. 148 Ten Little Goldfish
CLL5.4b Retells familiar stories.	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture
CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Describe Characters • Compare Characters • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities
CLL5.4d Makes real-world connections between stories and real-life experiences.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time
CLL5.4e Develops an alternate ending for a story.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 17 Writing Center
CLL6: The child will develop early phonological awareness (awareness of the units of sound).		
CLL6.4a Listens and differentiates between sounds that are the same and different.	<ul style="list-style-type: none"> • Letter Sound Songs • Choose a Sound • Letter Sound • Name That Letter Sound 	<ul style="list-style-type: none"> • Unit 1, Pg. 118 Sound Order • Unit 4, Pg. 34 Listening Activity: Rhyme Review • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds
CLL6.4b Identifies and produces rhyming words.	<ul style="list-style-type: none"> • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 2, Pg. 164 The Hungry Thing Rhyme Play



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CLL6: The child will develop early phonological awareness (awareness of the units of sound) <i>continued</i>.		
CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 56 Listening Activity: Initial Sounds • Unit 6, Pg. 66 Listening Activity: Friend Initial Sounds
CLL6.4d Segments sentences into individual words.	<ul style="list-style-type: none"> • Look, Listen, and Match 	<ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
CLL6.4e Segments words into syllables.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables 	<ul style="list-style-type: none"> • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/ • Unit 5, Pg. 150 Five: Combine Syllable and Letter Sound /f/ • Unit 5, Pg. 202 Circus Syllables
CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.	<ul style="list-style-type: none"> • Blending • Blend Onset/Rime • Blending Riddles • Blending Dragon • Barnyard Bash • Circus Clown Climbers 	<ul style="list-style-type: none"> • Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • Unit 7, Pg. 206 Listening Activity: Blending Food Phonemes • Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/
CLL7: The child will demonstrate increasing knowledge of the alphabet.		
CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Letter Pictures • Distinguish Letters • ABC Songs • Name That Letter • Hidden Pictures • Fast Letter Fun 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
CLL8: The child will demonstrate awareness of print concepts.		
CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Decodable Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures • Sentences • Look, Listen, and Match 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 82 Letters Make Words



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CLL8: The child will demonstrate awareness of print concepts <i>continued</i>.		
CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
CLL8.4d Recognizes and reads environmental print.		<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 82 Letters Make Words
CLL8.4e Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
4: EARLY WRITING		
CLL9: The child will use writing for a variety of purposes.		
CLL9.4a Draws pictures and copies letters and/ or numbers to communicate.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters • Explain Numbers • Number Instruction 	<ul style="list-style-type: none"> • Unit 2, Pg. 181 Introducing Journals • Journal Activities
CLL9.4b Uses writing tools.	Waterford encourages everyone to have writing and art materials available for children’s creations. Children also must practice writing letters.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 60 Turn and Talk Matching
CLL9.4c Uses writing for a variety of purposes.	Waterford encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> • Unit 2, Pg. 181. Introducing Journals • Unit 3, Pg. 331 Thank-you Notes • Unit 4, Pg. 43 Capital Letter Scrapbook
CLL9.4d Writes some letters of the alphabet.	<ul style="list-style-type: none"> • Letter Picture Writing 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Capital Letter Introductions • Lowercase Letter Introductions



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE		
MATH		
1: NUMBER AND QUANTITY		
CD-MA1: The child will organize, represent, and build knowledge of number and quantity.		
<p>CD-MA1.4a Recites numbers up to 20 in sequence.</p>	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Counting • Order Numbers • Number Instruction • Counting Puzzle • Dot to Dot 	<ul style="list-style-type: none"> • Unit 4, Pg. 102 Read and Write 6 • Unit 5, Pg. 248 Read and Write 9 • Unit 7, Pg. 217 Introduce and Write Number 14
<p>CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.</p>	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Number Instruction • Number Recognition and Sense • One-to-one Correspondence • Match Numbers • Moving Target • Bug Bits 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Read and Write Number Activities • Unit 1, Pg. 150 Arrange and Count 4 • Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5
<p>CD-MA1.4c Matches numerals to sets of objects with the same number, 0-10.</p>	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Number Counting • Number Instruction • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 261 Make One More
<p>CD-MA1.4d Describes sets as having more, less, same as/equal.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 60 Read and Write 10 • Unit 6, Pg. 71 Less Than
<p>CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.</p>	<ul style="list-style-type: none"> • Moving Target (Dots) • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 40 Math: Same Two • Unit 2, Pg. 170 Mad Dash Number Match • Unit 7, Pg. 247 How Many Are Hiding?



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CD-MA1: The child will organize, represent, and build knowledge of number and quantity <i>continued</i>.		
<p>CD-MA1.4f Tells numbers that come before and after a given number up to 10.</p>	<ul style="list-style-type: none"> • Song: Counting Backward • Number Line • Count On • Count Down • Number Instruction • Dot to Dot 	<ul style="list-style-type: none"> • Unit 1, Pg. 78 Introduce and Count Number 2 • Unit 3, Pg. 271 What Comes Next? • Unit 7, Pg. 229 Build One Less
CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity.		
<p>CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • One-to-one Correspondence • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 226 Five Frame Match • Unit 2, Pg. 261 Make One More
<p>CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • One-to-one Correspondence • Order Numbers • Number Instruction • Number Recognition and Sense • Counting Puzzle 	<ul style="list-style-type: none"> • Unit 1, Pg. 23 Counting and Attendance • Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner • Unit 5, Pg. 200 Counting in a Circle
<p>CD-MA2.4c Practices combining, separating and naming quantities.</p>	<ul style="list-style-type: none"> • Make and Count Groups • Number Recognition and Sense • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
<p>CD-MA2.4d Describes data from classroom graphs using numerical math language.</p>	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 7, Pg. 147 Charting Weight



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity <i>continued</i>.		
<p>CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).</p>	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • Number Counting • Order Numbers • Number Instruction • Number Recognition and Sense • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 1, Pg. 54 Counting and Attendance • Unit 1, Pg. 69 Introduce and Count Number 1 • Unit 1, Pg. 100 Introduce Number 3
2: MEASUREMENT AND COMPARISON		
CD-MA3: The child will explore and communicate about distance, weight, length, height and time.		
<p>CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Capacity • Length • Weight 	<ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers • Unit 6, Pg. 91 Decomposing 10 • Unit 7, Pg. 147 Charting Weight
<p>CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Make Comparisons • Sort • Size • Big and Little • Short and Tall • Heavy and Light 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume • Unit 7, Pg. 209 Exploring Volume
<p>CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Capacity • Length • Weight 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 209 Exploring Volume
<p>CD-MA3.4d Associates and describes the passage of time with actual events.</p>	<ul style="list-style-type: none"> • Observe a Simple System • Amphibians 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today • Unit 4, Pg. 118 Raising Tadpoles



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CD-MA4: The child will sort, seriate, classify and create patterns.		
<p>CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Make Comparisons • Sort • Size • Order Size • Big and Little • Short and Tall • Heavy and Light 	<ul style="list-style-type: none"> • Unit 2, Pg. 243 Central Park Board Game • Unit 6, Pg. 114 Length • Unit 7, Pg. 199 Volume
<p>CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Make Comparisons • Sort • Size • Big and Little • Short and Tall • Heavy and Light 	<ul style="list-style-type: none"> • Unit 1, Pg. 119 Sorting Buttons • Unit 3, Pg. 340 Sort It Out • Unit 3, Pg. 360 Fancy Shapes
<p>CD-MA4.4c Creates and extends simple, repeating patterns.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC • Logic Game 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3: GEOMETRY AND SPATIAL THINKING		
CD-MA5: The child will explore, recognize and describe spatial relationships between objects.		
<p>CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment—positions, distances, order.</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • First, Middle, Last • First, Next, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • Right, Left 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
<p>CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 7, Pg. 141 Tool Workshop
CD-MA6: The child will explore, recognize and describe shapes and shape concepts.		
<p>CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Space Shapes • Solid Shapes • Geoboard 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 337 Shape Hunt
<p>CD-MA6.4b Combines simple shapes to form new shapes.</p>	<ul style="list-style-type: none"> • Simple Shapes • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 332 Circle Party • Unit 3, Pg. 351 Making Shapes



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4: MATHEMATICAL REASONING		
CD-MA7: The child use mathematical problem solving, reasoning, estimation and communication.		
CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	<ul style="list-style-type: none"> Song: At the Market Length 	<ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight
CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	<ul style="list-style-type: none"> Make and Count Groups Act Out Addition Act Out Subtraction 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 121 Problem Solving: Fair Division
CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	<ul style="list-style-type: none"> Act Out Addition Act Out Subtraction 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 6, Pg. 121 Problem Solving: Fair Division
SOCIAL STUDIES		
1: FAMILY		
CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.		
CD-SS1.4a Describes his/her family structure and family roles.	<ul style="list-style-type: none"> My Family Come Inside My Name Is Squirrel 	<ul style="list-style-type: none"> Unit 3, Pg. 270 Dramatic Play: Grandma's House Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
CD-SS1.4b Describes similarities and differences between self and others.	<ul style="list-style-type: none"> Books: Mine; Moving Day; Seeing Fingers 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
2: PEOPLE AND COMMUNITY		
CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.		
CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> Unit 1, Pg. 6 Listening Rug Rules Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip Unit 6, Pg. 10 Please and Thank You Unit 6, Pg. 20 Excuse Me Game



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other’s culture and ethnicity <i>continued.</i>		
<p>CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.</p>	<ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico) 	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 90 Thank You Notes for the Storytellers
<p>CD-SS2.4c Recognizes similarities and differences between own culture and that of others.</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family • Unit 6, Pg. 89 Storytelling Festival
CD-SS3: The child will demonstrate an awareness of geography in his/her community.		
<p>CD-SS3.4a Creates simple representations of home, school and community.</p>	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Create Your Own Environment 	<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are • Unit 4, Pg. 28 Classroom Block Play
<p>CD-SS3.4b Identifies and describes aspects of his/her community.</p>	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Mountains • Oceans • Deserts • Rainforests • Create Your Own Environment 	<ul style="list-style-type: none"> • Unit 5, Pg. 230 Dramatic Play: Library • Unit 5, Pg. 246 Good Friends Activity: Library Field Trip • Unit 6, Pg. 69 Dramatic Play: Post Office



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CD-SS4: The child will demonstrate awareness of economics in his/her community.		
CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	<ul style="list-style-type: none"> • Clubhouse • Soup's On! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 1, Pg. 66 All the Way Done: Classroom Helpers • Unit 3, Pg. 328 We All Have Jobs • Unit 3, Pg. 348 Journal Prompt: My Job
CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.	<ul style="list-style-type: none"> • Book: Follow the Apples 	<ul style="list-style-type: none"> • Unit 1, Pg. 133 Farmer in the Dell: Word Mixup • Unit 3, Pg. 345 Which Hat Is Best? • Unit 6, Pg. 69 Dramatic Play: Post Office • Unit 7, Pg. 168 Dramatic Play: Dentist's Office
CD-SS4.4c Describes how people interact economically and the exchange of goods and services.	<ul style="list-style-type: none"> • Song: At the Market • Books: Bugs For Sale; Follow the Apples 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
CD-SS4.4d Explores the uses of technology and understands its role in the environment.	While interacting with Waterford Early Learning, children become familiar with technology and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 SmartStart Orientation • Unit 2, Pg. 225 Where We Are
3: HISTORY AND EVENTS		
CD-SS5: The child will understand the passage of time and how events are related.		
CD-SS5.4a Recognizes and describes sequence of events with accuracy.	<ul style="list-style-type: none"> • Song: Sequencing Events • Yesterday/Tomorrow • Today • Sum Up, Remember Order • What Comes Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 5 Attendance • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 55 Calendar
CD-SS5.4b Differentiates between past, present and future.	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Yesterday/Tomorrow • Today • Verbs 	<ul style="list-style-type: none"> • Unit 1, Pg. 35 Calendar • Unit 1, Pg. 45 Calendar: Yesterday and Today



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENCE		
1: SCIENTIFIC SKILLS AND METHODS		
CD-SC1: The child will demonstrate scientific inquiry skills.		
<p>CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.</p>	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Smell • Taste • Science Investigation 	<ul style="list-style-type: none"> • Unit 1, Pg. 75. Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 107 Sound Box Match Up • Unit 2, Pg. 195 Taste and Smell Snack Activity
<p>CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different?
<p>CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.</p>	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System • Science Tools 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You? • Unit 2, Pg. 176 Smell Survey • Unit 6, Pg. 54 Germs
<p>CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Scientific Investigation • Observe a Simple System • Science Tools 	<ul style="list-style-type: none"> • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? • Unit 7, Pg. 170 Exploring Weight • Unit 7, Pg. 199 Volume
2: EARTH AND SPACE		
CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.		
<p>CD-SC2.4a Describes properties of water, including changes to the states of water.</p>	<ul style="list-style-type: none"> • Songs: Water; Precipitation; Uses of Water • Book: Water is All Around • Water • States of Water • Heat Changes Water • Water Uses 	<ul style="list-style-type: none"> • Unit 3, Pg. 337 Exploring Water • Unit 3, Pg. 342 & 346 The Water Cycle: Part 1 & 2



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky <i>continued</i> .		
<p>CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand and mud.</p>	<ul style="list-style-type: none"> • Song: Rocks • Rocks 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Introduction, Pg. 16 Sensory Table • Unit 3, Pg. 349 Where Does Our Water Come From?
<p>CD-SC2.4c Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares the daytime/ nighttime cycle.</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation; Sun Blues; The Moon • Books: That's What I Like, a Book About Seasons; Star Pictures • Spring • Summer • Fall • Winter • Sun • Moon • Constellations 	<ul style="list-style-type: none"> • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 3, Pg. 279 Shadow Theater • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites • Unit 7, Pg. 233 Precipitation
<p>CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Books: That's What I Like, a Book About Seasons; I Want to Be a Scientist Like Joanne Simpson • Weather • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 7, Pg. 233 Precipitation • Unit 7, Pg. 243 What Should I Wear? • Unit 7, Pg. 244 Weather Report



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
3: LIVING THINGS		
CD-SC3: The child will demonstrate knowledge related to living things and their environments.		
<p>CD-SC3.4a Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.</p>	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Fish • Plants • Plant or Animal • Invertebrates • Insects • Spiders • Worms • Science Investigation • Water • Food From Plants 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 3, Pg. 316 Plant Parts • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
<p>CD-SC3.4b Discriminates between living and non-living things.</p>	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? • Unit 2, Pg. 258 Taking Care of Living Things
<p>CD-SC3.4c Identifies and describes the functions of many body parts.</p>	<ul style="list-style-type: none"> • Books: Fawn Eyes; Seeing Fingers • Body Parts • Parts of the Face • Sight • Hearing • Touch • Taste • Smell 	<ul style="list-style-type: none"> • Unit 1, Pg. 86 Excellent Eyes • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things • Unit 6, Pg. 14 Picturing My Body • Unit 6, Pg. 45 My Brain Is Always Growing



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4: PHYSICAL SCIENCE		
CD-SC4: The child will demonstrate knowledge related to physical science.		
CD-SC4.4a Explores and describes position and movement of objects and toys.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position • Right, Left • First, Middle, Last • First, Next, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
CD-SC4.4b Investigates and describes different types or speeds of motion.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 7, Pg. 178 Fox In a Box
CD-SC4.4c Describes materials by their physical properties and states of matter.	<ul style="list-style-type: none"> • Songs: Matter; Solid or Liquid • Book: Pancakes Matter • States of Water • Solid and Liquid • Materials • Magnets 	<ul style="list-style-type: none"> • Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors • Unit 3, Pg. 337 Exploring Water • Unit 7, Pg. 233 Precipitation
CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play.	<ul style="list-style-type: none"> • Song: Push and Pull • Pretend Play • Push and Pull 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 7, Pg. 141 Tool Workshop
5: INTERACTION WITH THE ENVIRONMENT		
CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.		
CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.	<ul style="list-style-type: none"> • Songs: I am Part of All I See, Conservation, Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 3, Pg. 349 Where Does Our Water Come From?



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CREATIVE DEVELOPMENT		
1: CREATIVE MOVEMENT AND DANCE		
CD-CR1: The child will participate in dance to express creativity.		
CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Dance and Movement Activities
2: VISUAL ARTS		
CD-CR2: The child will create and explore visual art forms to develop artistic expression.		
CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Visual Arts Activities
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.		<ul style="list-style-type: none"> Unit 2, Pg. 247 Clay Portraits Unit 7, Pg. 139 Painting My Feelings Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.		<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Visual Arts Activities Unit 7, Pg. 154 Gallery Talk
3: MUSIC		
CD-CR3: The child will use his/her voice, instruments and objects to express creativity.		
CD-CR3.4a Uses familiar rhymes, songs or chants and musical instruments to express creativity.	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program. <ul style="list-style-type: none"> Mama's Melody Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> Music Activities



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
4: DRAMA		
CD-CR4: The child will use dramatic play to express creativity.		
CD-CR4.4a Participates in dramatic play presentations.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture
CD-CR4.4c Represents a character by using voice inflections and facial expressions.	<p>Waterford online books and activities feature narrations that model engaging examples of voice inflections. Students hear adult, child, or character voices and view graphics that display appropriate facial expressions.</p> <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 7, Pg. 208 Program Rehearsal
CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center
COGNITIVE PROCESSES		
1: THINKING SKILLS		
CD-CP1: The child will demonstrate awareness of cause and effect.		
CD-CP1.4a Recognizes cause-and-effect relationships.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Broken Lamp • The Picnic • Dinner Time 	<ul style="list-style-type: none"> • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!) • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game
CD-CP1.4b Explains why simple events occur using reasoning skills.	<ul style="list-style-type: none"> • Book: The Germs • Boo Hoo Baby • Where’s Papa? • Soup’s On! 	<ul style="list-style-type: none"> • Unit 2, Pg. 214 Garbage Elves • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully • Unit 7, Pg. 184 Consequence Game • Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CD-CP1: The child will demonstrate awareness of cause and effect <i>continued</i>.		
CD-CP1.4c Draws conclusions based on facts and evidence.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • What Comes Next? 	<ul style="list-style-type: none"> • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 306 How Do Plants Drink? • Unit 5, Pg. 175 Ant Farm Extension • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
CD-CP2: The child will use prior knowledge to build new knowledge.		
CD-CP2.4a Explains how to use objects in new situations.	<ul style="list-style-type: none"> • Perfect Present 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 4, Pg. 100 Dramatic Play: Pond • Unit 7, Pg. 198 Program Decorations
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	<ul style="list-style-type: none"> • Science Investigation • Party Time! • Perfect Present • Pretend Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation
CD-CP2.4c Uses information gained about familiar objects and people, and can apply to a new situation.	<ul style="list-style-type: none"> • Pretend Play • Soup's On! • Party Time! • Perfect Present 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 1, Pg. 132 Erasing Mistakes • Unit 2, Pg. 251 Body Moves • Unit 3, Pg. 350 Friday Story: The Perfect Square
CD-CP2.4d Makes, checks and verifies predictions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Peek at the Story • Find an Answer 	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 1 Pg. 148 Ten Little Goldfish • Unit 3, Pg. 342 & 346 The Water Cycle: Part 1 & 2 • Unit 5, Pg. 155 Vertebrate Sort and Review
CD-CP2.4e Explains how an activity is built on or uses past knowledge.	<ul style="list-style-type: none"> • Build Knowledge 	<ul style="list-style-type: none"> • Unit 1, Pg. 83 Pat-a-cake: Dough Time • Unit 4, Pg. 86 Fish Investigation • Unit 7, Pg. 235 Rain Sticks



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2: PROBLEM SOLVING		
CD-CP3: The child will demonstrate problem-solving skills.		
<p>CD-CP3.4a Makes statements and appropriately answers questions about how objects/ materials can be used to solve problems.</p>	<p>Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> • Boo Hoo Baby • Perfect Present • Baby’s Berries • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 4, Pg. 19 Stack, Slide, Roll • Unit 7, Pg. 150 What Doesn’t Belong?
<p>CD-CP3.4b Uses both familiar and new strategies to solve a problem.</p>	<p>Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Perfect Present • Baby’s Berries • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 107 How to Solve a Problem • Unit 6, Pg. 121 Problem Solving: Fair Division
<p>CD-CP3.4c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.</p>	<p>Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> • Lost Dinosaur • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Unit 1, Pg. 15 Good Friends: Me and My Bear • Unit 4, Pg. 13 We’re All Happy • Unit 6, Pg. 107 How to Solve a Problem



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

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

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune;

Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

Readable (Walk-through/Jump-through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

Informational Books

The Pinata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen) Titles

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space

Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



PRE-MATH & SCIENCE

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; 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

Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

Counting Songs

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

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

BASIC MATH & SCIENCE

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

FLUENT MATH & SCIENCE

Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair



ALBUMS

Beginning Math Songs: Volume 1

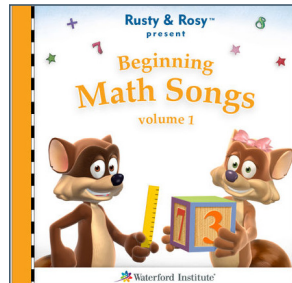
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

Nursery Songs and Rhymes

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

Beginning Reading Songs

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



Download these albums and more at iTunes. Search for "Waterford's Rusty & Rosy and Friends."

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

Naming parts of the body
First, Next, Last
One-to-One correspondence
Opposites
Look at Details (identify same and different)

Phonological Awareness Letters

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

MY BACKPACK APP

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

