

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Georgia Early  
Learning and  
Development  
Standards 2013*

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

### **UPSTART INTRODUCTION**

UPSTART is an at-home, online kindergarten readiness program that gives preschool-age children early reading, math, and science lessons. UPSTART participants use Waterford Early Learning software.

UPSTART's aim is to form a partnership with the children's families to ensure all children obtain the skills necessary for success in school. 99% of UPSTART families report that UPSTART was key in preparing their children for kindergarten.

### **PROVEN SUPPORT MODEL**

UPSTART has a strong and proven support model (provided in English or Spanish). UPSTART families are assigned a Personal Care Representative. Their Personal Care Representatives train UPSTART families and monitor student progress. At the end of the program, families give their representatives high marks, noting they are knowledgeable, friendly, and truly dedicated to helping children and families learn together.

UPSTART ends with graduation parties, which are a chance for families to honor their children's achievements. Families are also given their children's early literacy outcomes.

When needed, hardware and internet are provided to families who qualify, bridging the technology gap as well as the early literacy and numeracy achievement gaps.

### **SOCIAL AND EMOTIONAL LEARNING FOR STUDENTS**

Key executive function skills are taught as part of UPSTART. Other executive function skills are achieved by working with families. Families receive explanations of these key learning objectives as well as suggestions for offline activities. This helps families to establish a home learning environment.

The UPSTART website (available in English and Spanish) also has a [Resources and Activities](#) section with offline activities and printables. Parents can select from the following categories: Art, Health and Safety, Helpful Hints, Holidays, Math and Science, Reading, Social Skills, Social Studies, and Technology.

When UPSTART children transition to kindergarten, their families notice how confident their children are. The children understand what their teachers are discussing in class and they are a class leaders. Similarly, teachers

report UPSTART children are eager to learn and quick to participate in classroom activities.

### **WATERFORD EARLY LEARNING**

UPSTART children use Waterford Early Learning, a comprehensive, technology-based early reading, math, and science program. Waterford Early Learning includes two programs: Waterford Reading and Waterford Math & Science.

- Waterford Reading is a comprehensive, adaptive reading curriculum designed to help each student develop into a fluent reader.
- Waterford Math & Science provides young learners comprehensive instruction in the major areas of early math: numbers and operation, geometry, 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.

### **PERSONALIZED LEARNING FOR CHILDREN**

Children will experience the digital resources listed in this correlation based on their individual needs, as determined by their performance as follows:

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

**Ongoing Assessment:** Waterford Early Learning provides a mastery-based curriculum. As such, Waterford automatically provides instruction, remediation, and review to support children toward mastery of learning objectives based on student performance in ongoing assessment.

### **DOCUMENT ORGANIZATION**

This document includes a correlation chart with the following columns:

- Georgia Standards: Lists specific state standards.
- Waterford Digital Resources: lists Waterford online activities presented to children during their personalized instruction.

*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.*



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PHYSICAL DEVELOPMENT</b>	
<b>1: HEALTH AND WELL-BEING</b>	
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"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
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"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
PDM1.4d Communicates the importance of safety rules.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Lightening Safety</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>
PDM1.4f Can name people who keep them safe and healthy.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
PDM2: The child will participate in activities related to nutrition.	
PDM2.4a Helps prepare nutritious snacks and meals.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> <li>• Healthy Food</li> </ul>
PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> <li>• Dinner Time</li> </ul>
<b>2: USE OF SENSES</b>	
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"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
PDM3.4b Demonstrates spatial awareness through play activities.	<ul style="list-style-type: none"> <li>• Songs: Monster Trucks; Positioning; Get over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Right, Left</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• First, Middle, Last</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PDM4: The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.</b>	
<p>PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> </ul>
<p>PDM4.4b Takes things apart and invents new structures using the parts.</p>	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>3: MOTOR SKILLS</b>	
<b>PDM5: The child will demonstrate gross motor skills.</b>	
<p>PDM5.4a Coordinates movements to perform more complex tasks.</p>	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<p>PDM5.4b Demonstrates coordination and balance in a variety of activities.</p>	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>PDM6: The child will demonstrate fine motor skills.</b>	
<p>PDM6.4a Performs fine motor tasks that require small-muscle strength and control.</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.</p>
<p>PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.</p>
<p>PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>1: DEVELOPING A SENSE OF SELF</b>	
<b>SED1: The child will develop self-awareness.</b>	
<p>SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.</p>	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Come Inside</li> <li>• Clubhouse</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>
<p>SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.</p>	<ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>
<p>SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.</p>	<ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• Squirrel’s Sketches</li> <li>• Soup’s On!</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SED1: The child will develop self-awareness <i>continued.</i></b>	
SED1.4d Shows independence in his/her own choices.	<ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• Squirrel's Sketches</li> <li>• Perfect Present</li> <li>• Where's Papa?</li> </ul>
<b>SED2: The child will engage in self-expression.</b>	
SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• Where's Papa?</li> <li>• Soup's On!</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>
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"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• Where's Papa?</li> <li>• Soup's On!</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>
SED2.4c Uses pretend-play to show emotions of self and others.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Soup's On!</li> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> <li>• Where's Papa?</li> </ul>
<b>2: SELF-REGULATION</b>	
<b>SED3: The child will begin to demonstrate self-control.</b>	
SED3.4a Independently follows rules and routines.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.	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"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Soup's On!</li> <li>• Lost Dinosaur</li> </ul>
SED3.4c Regulates a range of impulses.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On!</li> <li>• Lost and Found</li> <li>• Find Me!</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SED3: The child will begin to demonstrate self-control <i>continued.</i></b>	
SED3.4d Manages transitions and adapts to changes in schedules and routines independently.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Soup's On!</li> </ul>
<b>3: DEVELOPING A SENSE OF SELF WITH OTHERS</b>	
<b>SED4: The child will develop relationships and social skills with adults.</b>	
SED4.4a Transitions well into new, unfamiliar settings.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>
SED4.4c Shows affection to familiar adults by using more complex words and actions.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> </ul>
SED4.4d Seeks out adults as a resource for help and assistance.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Do I Have To?</li> </ul>
<b>SED5: The child will develop relationships and social skills with peers.</b>	
SED5.4a Develops and maintains friendships with other children.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
SED5.4b Plays cooperatively with a few peers for a sustained period of time.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
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.
SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
SED5.4e Shows respect for peers' personal space and belongings.	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.
<b>APPROACHES TO PLAY AND LEARNING</b>	
<b>1: INITIATIVE AND EXPLORATION</b>	
<b>APL1: The child will demonstrate initiative and self-direction.</b>	
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"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> <li>• Squirrel's Sketches</li> <li>• Perfect Present</li> </ul>
APL1.4b Selects and carries out activities without adult prompting.	<ul style="list-style-type: none"> <li>• Free Play</li> <li>• Squirrel's Sketches</li> <li>• Baby's Ballet</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>APL1: The child will demonstrate initiative and self-direction <i>continued</i>.</b>	
<p>APL1.4c Sets goals and develops and follows through on plans.</p>	<p>Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready. Students may plan to enjoy Free Play after completing their lesson.</p> <ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> </ul>
<b>APL2: The child will demonstrate interest and curiosity.</b>	
<p>APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>
<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"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
<p>APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>
<b>2: ATTENTIVENESS AND PERSISTENCE</b>	
<b>APL3: The child will sustain attention to a specific activity and demonstrate persistence.</b>	
<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>
<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>
<p>APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.</p>	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> </ul>
<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>
<b>3: PLAY</b>	
<b>APL4: The child will engage in a progression of imaginative play.</b>	
<p>APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>



GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>APL5: The child will demonstrate a cooperative and flexible approach to play and learning.</b>	
APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>
APL5.4b Demonstrates flexibility in taking on various roles in a group setting.	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>
APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• The Perfect Present</li> <li>• Marmot's Basket</li> <li>• Musical Mayhem</li> </ul>
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"> <li>• Book: Milton's Mittens</li> <li>• Perfect Present</li> </ul>
APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.	Social Emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."
<b>COMMUNICATION, LANGUAGE AND LITERACY STANDARDS</b>	
<b>1: RECEPTIVE LANGUAGE</b>	
<b>CLL1: The child will listen to conversations and demonstrate comprehension.</b>	
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.
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.
CLL1.4c Extends/expands thoughts or ideas expressed.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Pretend Play</li> <li>• Perfect Present</li> <li>• Mama's Melody</li> </ul>
<b>CLL2: The child will acquire vocabulary introduced in conversations, activities, stories or books.</b>	
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"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CLL2: The child will acquire vocabulary introduced in conversations, activities, stories or books <i>continued</i>.</b>	
<p>CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>2: EXPRESSIVE LANGUAGE</b>	
<b>CLL3: The child will use nonverbal communication for a variety of purposes.</b>	
<p>CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.</p>	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; Noise, What Noise?</li> </ul>
<p>CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language and actions.</p>	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Lost and Found</li> </ul>
<b>CLL4: The child will use increasingly complex spoken language.</b>	
<p>CLL4.4a Uses spoken language that can be understood with ease.</p>	<p>Waterford Early Learning introduces letter sounds with instruction demonstrating positioning of the lips and tongue to form the sound correctly and clearly.</p> <ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Vocabulary</li> </ul>
<p>CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.</p>	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
<p>CLL4.4c Describes activities, experiences, and stories with more detail.</p>	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>
<p>CLL4.4d Uses new and expanded vocabulary in a variety of situations.</p>	<p>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.</p>
<b>3: EARLY READING</b>	
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>	
<p>CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Peek at the Story</li> </ul>
<p>CLL5.4b Retells familiar stories.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her <i>continued</i>.</b>	
<p>CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.</p>	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<p>CLL5.4d Makes real-world connections between stories and real-life experiences.</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
<p>CLL5.4e Develops an alternate ending for a story.</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>
<b>CLL6: The child will develop early phonological awareness (awareness of the units of sound).</b>	
<p>CLL6.4a Listens and differentiates between sounds that are the same and different.</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Choose a Sound</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> </ul>
<p>CLL6.4b Identifies and produces rhyming words.</p>	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
<p>CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
<p>CLL6.4d Segments sentences into individual words.</p>	<ul style="list-style-type: none"> <li>• Look, Listen, and Match</li> </ul>
<p>CLL6.4e Segments words into syllables.</p>	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>
<p>CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.</p>	<ul style="list-style-type: none"> <li>• Blending</li> <li>• Blend Onset/Rime</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> </ul>
<b>CLL7: The child will demonstrate increasing knowledge of the alphabet.</b>	
<p>CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Distinguish Letters</li> <li>• ABC Songs</li> <li>• Name That Letter</li> <li>• Hidden Pictures</li> <li>• Fast Letter Fun</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CLL8: The child will demonstrate awareness of print concepts.</b>	
<p>CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<p>CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Sentences</li> <li>• Look, Listen, and Match</li> </ul>
<p>CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.</p>	<p>All online books, songs, 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.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
<p>CLL8.4d Recognizes and reads environmental print.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>
<p>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.</p>	<p>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.</p>
<b>4: EARLY WRITING</b>	
<b>CLL9: The child will use writing for a variety of purposes.</b>	
<p>CLL9.4a Draws pictures and copies letters and/or numbers to communicate.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Distinguish Letters</li> <li>• Explain Numbers</li> <li>• Number Instruction</li> </ul>
<p>CLL9.4b Uses writing tools.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations. Children also must practice writing letters.</p>
<p>CLL9.4c Uses writing for a variety of purposes.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p>
<p>CLL9.4d Writes some letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• Letter Pictures</li> <li>• Dots, Lines, and Circles</li> <li>• What’s Your Name</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b>	
<b>MATH</b>	
<b>1: NUMBER AND QUANTITY</b>	
<b>CD-MA1: The child will organize, represent, and build knowledge of number and quantity.</b>	
<p>CD-MA1.4a Recites numbers up to 20 in sequence.</p>	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Dot to Dot</li> </ul>
<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"> <li>• Math Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> <li>• Match Numbers</li> <li>• Moving Target</li> <li>• Bug Bits</li> </ul>
<p>CD-MA1.4c Matches numerals to sets of objects with the same number, 0-10.</p>	<ul style="list-style-type: none"> <li>• Math Books (See titles at end of document.)</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
<p>CD-MA1.4d Describes sets as having more, less, same as/equal.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
<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"> <li>• Moving Target (Dots)</li> <li>• Make and Count Groups</li> </ul>
<p>CD-MA1.4f Tells numbers that come before and after a given number up to 10.</p>	<ul style="list-style-type: none"> <li>• Song: Counting Backward</li> <li>• Number Line</li> <li>• Count On</li> <li>• Count Down</li> <li>• Number Instruction</li> <li>• Dot to Dot</li> </ul>
<b>CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity.</b>	
<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"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity <i>continued</i>.</b>	
<p>CD-MA2.4b Counts at least 10 objects using one-to- one correspondence.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• One-to-one Correspondence</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> </ul>
<p>CD-MA2.4c Practices combining, separating and naming quantities.</p>	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Recognition and Sense</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>
<p>CD-MA2.4d Describes data from classroom graphs using numerical math language.</p>	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<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"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Make and Count Groups</li> </ul>
<b>2: MEASUREMENT AND COMPARISON</b>	
<b>CD-MA3: The child will explore and communicate about distance, weight, length, height and time.</b>	
<p>CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.</p>	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Weight</li> </ul>
<p>CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.</p>	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Sort</li> <li>• Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>
<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"> <li>• Song: Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Weight</li> </ul>
<p>CD-MA3.4d Associates and describes the passage of time with actual events.</p>	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> <li>• Amphibians</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CD-MA4: The child will sort, seriate, classify and create patterns.</b>	
<p>CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.</p>	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Sort</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>
<p>CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.</p>	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Sort</li> <li>• Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>
<p>CD-MA4.4c Creates and extends simple, repeating patterns.</p>	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Logic Game</li> </ul>
<b>3: GEOMETRY AND SPATIAL THINKING</b>	
<b>CD-MA5: The child will explore, recognize and describe spatial relationships between objects.</b>	
<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"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• First, Next, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Right, Left</li> </ul>
<p>CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>CD-MA6: The child will explore, recognize and describe shapes and shape concepts.</b>	
<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"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Geoboard</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
CD-MA6: The child will explore, recognize and describe shapes and shape concepts <i>continued</i> .	
CD-MA6.4b Combines simple shapes to form new shapes.	<ul style="list-style-type: none"> <li>• Simple Shapes</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>4: MATHEMATICAL REASONING</b>	
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"> <li>• Song: At the Market</li> <li>• Length</li> </ul>
CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	<ul style="list-style-type: none"> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Logic Game</li> </ul>
<b>SOCIAL STUDIES</b>	
<b>1: FAMILY</b>	
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"> <li>• My Family</li> <li>• Come Inside</li> <li>• My Name Is Squirrel</li> </ul>
CD-SS1.4b Describes similarities and differences between self and others.	<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"> <li>• Books: Mine; Moving Day; Seeing Fingers</li> </ul>
<b>2: PEOPLE AND COMMUNITY</b>	
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.	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>
CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.	<ul style="list-style-type: none"> <li>• 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)</li> </ul>



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<b>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>.</b>	
CD-SS2.4c Recognizes similarities and differences between own culture and that of others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
<b>CD-SS3: The child will demonstrate an awareness of geography in his/her community.</b>	
CD-SS3.4a Creates simple representations of home, school and community.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Create Your Own Environment</li> </ul>
CD-SS3.4b Identifies and describes aspects of his/ her community.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Four Ecosystems</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Rainforests</li> <li>• Create Your Own Environment</li> </ul>
<b>CD-SS4: The child will demonstrate awareness of economics in his/her community.</b>	
CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Soup's On!</li> <li>• Do I Have To?</li> </ul>
CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.	<ul style="list-style-type: none"> <li>• Books: Follow the Apples; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras; My Reptile Hospital</li> </ul>
CD-SS4.4c Describes how people interact economically and the exchange of goods and services.	<ul style="list-style-type: none"> <li>• Song: At the Market</li> <li>• Books: Bugs For Sale; Follow the Apples</li> </ul>
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.
<b>3: HISTORY AND EVENTS</b>	
<b>CD-SS5: The child will understand the passage of time and how events are related.</b>	
CD-SS5.4a Recognizes and describes sequence of events with accuracy.	<ul style="list-style-type: none"> <li>• Song: Sequencing Events</li> <li>• Yesterday/Tomorrow</li> <li>• Today</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>
CD-SS5.4b Differentiates between past, present and future.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Yesterday/Tomorrow</li> <li>• Today</li> <li>• Verbs</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SCIENCE</b>	
<b>1: SCIENTIFIC SKILLS AND METHODS</b>	
<b>CD-SC1: The child will demonstrate scientific inquiry skills.</b>	
<p>CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Science Investigation</li> </ul>
<p>CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
<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"> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> <li>• Science Tools</li> </ul>
<p>CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Scientific Investigation</li> <li>• Observe a Simple System</li> <li>• Science Tools</li> </ul>
<b>2: EARTH AND SPACE</b>	
<b>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.</b>	
<p>CD-SC2.4a Describes properties of water, including changes to the states of water.</p>	<ul style="list-style-type: none"> <li>• Songs: Water; Precipitation; Uses of Water</li> <li>• Book: Water Is All Around</li> <li>• Water</li> <li>• States of Water</li> <li>• Heat Changes Water</li> <li>• Water Uses</li> </ul>
<p>CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand and mud.</p>	<ul style="list-style-type: none"> <li>• Song: Rocks</li> <li>• Rocks</li> </ul>
<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"> <li>• Songs: Seasons; Precipitation; Sun Blues; The Moon</li> <li>• Books: That's What I Like, a Book About Seasons; Star Pictures</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>

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<p>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky <i>continued.</i></p>	
<p>CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That’s What I Like, a Book About Seasons; I Want to Be a Scientist Like Joanne Simpson</li> <li>• Weather</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
<p><b>3: LIVING THINGS</b></p>	
<p>CD-SC3: The child will demonstrate knowledge related to living things and their environments.</p>	
<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"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; I Am Part of All I See</li> <li>• 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</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Fish</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Science Investigation</li> <li>• Water</li> <li>• Food From Plants</li> </ul>
<p>CD-SC3.4b Discriminates between living and non-living things.</p>	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> </ul>
<p>CD-SC3.4c Identifies and describes the functions of many body parts.</p>	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; Seeing Fingers</li> <li>• Body Parts</li> <li>• Parts of the Face</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>4: PHYSICAL SCIENCE</b>	
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"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> <li>• Right, Left</li> <li>• First, Middle, Last</li> <li>• First, Next, Last</li> <li>• Push and Pull</li> </ul>
CD-SC4.4b Investigates and describes different types or speeds of motion.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>
CD-SC4.4c Describes materials by their physical properties and states of matter.	<ul style="list-style-type: none"> <li>• Songs: Matter; Solid or Liquid</li> <li>• Book: Pancakes Matter</li> <li>• States of Water</li> <li>• Solid and Liquid</li> <li>• Materials</li> <li>• Magnets</li> </ul>
CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Pretend Play</li> <li>• Push and Pull</li> </ul>
<b>5: INTERACTION WITH THE ENVIRONMENT</b>	
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"> <li>• Songs: I am Part of All I See, Conservation, Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
<b>CREATIVE DEVELOPMENT</b>	
<b>1: CREATIVE MOVEMENT AND DANCE</b>	
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"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>
<b>2: VISUAL ARTS</b>	
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 drawing and art materials available for children's creations.
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Book: Lizard and the Painted Rock</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CD-CR2: The child will create and explore visual art forms to develop artistic expression <i>continued</i>.</b>	
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Book: Lizard and the Painted Rock</li> </ul>
<b>3: MUSIC</b>	
<b>CD-CR3: The child will use his/her voice, instruments and objects to express creativity.</b>	
CD-CR3.4a Uses familiar rhymes, songs or chants and musical instruments to express creativity.	<p>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.</p> <ul style="list-style-type: none"> <li>Mama's Melody</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>4: DRAMA</b>	
<b>CD-CR4: The child will use dramatic play to express creativity.</b>	
CD-CR4.4a Participates in dramatic play presentations.	<ul style="list-style-type: none"> <li>Papa's Play</li> <li>Pretend Play</li> </ul>
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	<ul style="list-style-type: none"> <li>Papa's Play</li> <li>Pretend Play</li> </ul>
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"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>
<b>COGNITIVE PROCESSES</b>	
<b>1: THINKING SKILLS</b>	
<b>CD-CP1: The child will demonstrate awareness of cause and effect.</b>	
CD-CP1.4a Recognizes cause-and-effect relationships.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul>
CD-CP1.4b Explains why simple events occur using reasoning skills.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Boo Hoo Baby</li> <li>Where's Papa?</li> <li>Soup's On!</li> </ul>
CD-CP1.4c Draws conclusions based on facts and evidence.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>What Comes Next?</li> </ul>

GEORGIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CD-CP2: The child will use prior knowledge to build new knowledge.</b>	
CD-CP2.4a Explains how to use objects in new situations.	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Party Time!</li> <li>• Perfect Present</li> <li>• Pretend Play</li> </ul>
CD-CP2.4c Uses information gained about familiar objects and people, and can apply to a new situation.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Soup's On!</li> <li>• Party Time!</li> <li>• Perfect Present</li> </ul>
CD-CP2.4d Makes, checks and verifies predictions.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Peek at the Story</li> <li>• Find an Answer</li> </ul>
CD-CP2.4e Explains how an activity is built on or uses past knowledge.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Pretend Play</li> </ul>
<b>2: PROBLEM SOLVING</b>	
<b>CD-CP3: The child will demonstrate problem-solving skills.</b>	
CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	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"> <li>• Boo Hoo Baby</li> <li>• Perfect Present</li> </ul>
CD-CP3.4b Uses both familiar and new strategies to solve a problem.	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"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Perfect Present</li> </ul>
CD-CP3.4c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.



**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



## PARENT PORTAL RESOURCES

Parent resources are constantly being created, updated and modified according to the needs of Waterford UPSTART families. Please visit <http://www.waterfordupstart.org/resources-activities/> to see the most current resources and activities.

## SAMPLE CATEGORIES AND ACTIVITIES

### Educational Activities

Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Let it Snow, Let it Snow!; Numbers, Counting, and Place Value with Cheerios; Writing Poems for Valentine's Day

### Art

Let it Snow, Let it Snow, Let it Snow!; Springtime Ladybug Craft; Snowflake Books, Crafts and Activities for Kids; Being Thankful: A Thanksgiving Craft; Fire Safety Activities for Kids; Preschool Letter Recognition Collage Craft

### Healthy & Safety

March Is National Nutrition Month, Emergency Preparedness for Kids, Fire Safety Activities for Kids

### Helpful Hints

A Spring Snack, Craft and Book; Go Fish with a Math Twist; March Is National Nutrition Month, 12 Ways to Nurture a Love for Reading in Your Preschooler; Teaching Children Manners

### Holidays

Writing Poems for Valentine's Day; Teach the Joy of Giving Year Round; St. Patrick's Day Books and Fun Food for Kids; Let it Snow, Let it Snow, Let it Snow!; Easter Egg Phonics Game; March Is National Nutrition Month; Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Being Thankful: A Thanksgiving Craft; Homemade Halloween Pizza; 13 Spooky Books for Halloween

### Reading

Writing Poems for Valentine's Day; Teach the Joy of Giving Year Round; St. Patrick's Day Books and Fun Food for Kids; A Spring Snack, Craft and Book; Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Preschool Letter Recognition Collage Craft; 12 Ways to Nurture a Love for Reading in Your Preschooler; What You Can Do with Rusty and Rosy's 5 Strands of Reading; 13 Spooky Books for Halloween

### Math & Science

Go Fish with a Math Twist, Numbers, Counting, and Place Value with Cheerios

## Social and Emotional Learning

Teach the Joy of Giving Year Round, Go Fish with a Math Twist, Being Thankful: A Thanksgiving Craft, Emergency Preparedness for Kids, Teaching Children Manners, Personal Space Circle, Role Play, Shape Bag, Lots of Feelings, Telling the Truth

## Social Studies

Teaching Young Children about Dr. King, Exploring Your Home City with Your Children

## Technology

Going on an Alphabet Sound Hunt!

## Coloring Printables

St. Patrick's Day, President's Day, Valentine's Day, Hair—Printable Book, Martin Luther King/Civil Rights Day, Andy's Adventure—Printable Book, Winter, New Year, Christmas, Kwanzaa, Hanukkah, Holiday Gifts, Thanksgiving, Halloween, Easter, Mother's Day, Spring

## Printables

Helpful Hints: Use Incentive Cards; Before & After Time Worksheet; Calendar Cards; Calculator Worksheet #1; Science Experiment: Health; Keypad Practice Sheet; Senses Worksheet #1; Time Worksheet #1; Money Worksheet #2; Money Worksheet #1; Math Fact Cards: Subtracting; Subtracting Worksheet #1; Newsletter: Time; Practice Clock; Sing Around the World: Letter A; Sing a Rhyme: Letter A; Letter Aa Newsletter; Lowercase a Worksheet; Capital A Worksheet; Letter Puppet A; Letter Sound Chart; ABC Song Book; Block Letter Chart—Lower Case; Block Letter Chart—Capital

**Early Learning Standards:** Expresses Emotions and Feelings, Develops Self-Control by Regulating Impulses and Feelings, Employs Positive Social Behaviors with Peers and Adults, Participates in Cooperative Play, Develops Skills to Interact Cooperatively with Others

**Helpful Hints:** Establish a Daily Routine, Create a Good Learning Environment

## WATERFORD MENTOR

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

*The Waterford UPSTART Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science.*

