

# CURRICULUM *Correlation*



*\*Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources.*

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TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL-EMOTIONAL</b>		
1. Regulates own emotions and behaviors		
a. Manages feelings	<ul style="list-style-type: none"> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 4, Pg. 74 It's Okay to Say No</li> <li>Unit 4, Pg. 4 Guess How I'm Feeling</li> <li>Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
b. Follows limits and expectations	Waterford's social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> </ul>
c. Takes care of own needs appropriately	<ul style="list-style-type: none"> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 158 This Belongs to a Friend</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 7, Pg. 246 I Know</li> </ul>
2. Establishes and sustains positive relationships		
a. forms relationships with adults	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Find Me!</li> <li>Lost Dinosaur</li> <li>Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
b. Responds to emotional cues	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 We're All Happy</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> </ul>
c. Interacts with peers	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
d. Makes friends	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>

# TEACHING STRATEGIES-GOLD ASSESSMENT OBJECTIVES FOR DEVELOPMENT & LEARNING

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>3. Participates cooperatively and constructively in group situations</b>		
a. Balances needs and rights of self and others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others, as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 4, Pg. 4 Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>
b. Solves social problems	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 I'm a Problem Solver</li> <li>• Unit 4, Pg. 13 We're All Happy</li> </ul>
<b>PHYSICAL</b>		
4. Demonstrates traveling skills		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 238. Surfing the Waves</li> </ul>
5. Demonstrates balancing skills		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Circus School</li> </ul>
6. Demonstrates gross-motor manipulative skills		<ul style="list-style-type: none"> <li>• Unit 6, Pg. 122 Obstacle Course</li> <li>• Unit 6, Pg. 118 Come Rest Awhile (Yoga)</li> <li>• Unit 7, Pg. 238. Surfing the Waves</li> </ul>
<b>7. Demonstrates fine-motor strength and coordination</b>		
a. Uses fingers and hands	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 1, Pg. 57 Cooking Apples Investigation</li> <li>• Unit 5, Pg. 219 Spider Webs</li> <li>• Unit 3, Pg. 309 Leaf Rubbings</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> </ul>
b. Uses writing and drawing tools	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 56 Pencil Grip</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>

# TEACHING STRATEGIES-GOLD ASSESSMENT OBJECTIVES FOR DEVELOPMENT & LEARNING

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LANGUAGE</b>		
<b>8. Listens to and understands increasingly complex language</b>		
a. Comprehends language	While interacting with Waterford, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>
b. Follows directions	While interacting with Waterford, children listen to and follow multi-step directions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>Introduction, Pg. 21 Supporting Dual Language Learners</li> </ul>
<b>9. Uses language to express thoughts and needs</b>		
a. Uses an expanding expressive vocabulary	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 145 What's in the Bag?</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
b. Speaks clearly	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 2, Pg. 254 Polly Put the Kettle On</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> </ul>
c. Uses conventional grammar	Waterford provides many activities related to conventions of standard English grammar and usage.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 44. Getting Acquainted</li> <li>Unit 2, Pg. 181 Introducing Journals</li> </ul>
d. Tells about another time or place	<ul style="list-style-type: none"> <li>Books: I Can't Wait; Moving Day; Play Ball; The Watermelon Seed; The Alligator in the Library; My Super Sticky Sandwich</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Various Dramatic Play Activities</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 3, Pg. 358 Families Have Stories</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>10. Uses appropriate conversational and other communication skills</b>		
a. Engages in conversations	Social-emotional videos model conversations, communicating in play and everyday activities.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 1, Pg. 44 Getting Acquainted</li> </ul>
b. Uses social rules of language	Social-emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 136 Find Someone Who Has...</li> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>Unit 5, Pg. 246 Library Field Trip</li> <li>Unit 7, Pg. 131 I Pay Attention</li> </ul>

# TEACHING STRATEGIES-GOLD ASSESSMENT OBJECTIVES FOR DEVELOPMENT & LEARNING

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>COGNITIVE</b>		
<b>11. Demonstrates positive approaches to learning</b>		
a. Attends and engages	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Story Time Activities</li> </ul>
b. Persists	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 198 Program Decorations</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 1, Pg. 32 Bunny Cakes Determination</li> </ul>
c. Solves problems	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> <li>• Unit 6, Pg. 99 I'm a Problem Solver</li> <li>• Unit 4, Pg. 13 We're All Happy</li> </ul>
d. Shows curiosity and motivation	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> </ul>
e. Shows flexibility and inventiveness in thinking	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Boo Hoo Baby</li> <li>• Squirrel's Sketches</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Various Dramatic Play Activities</li> </ul>
<b>12. Remembers and connects experiences</b>		
a. Recognizes and recalls	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> </ul>
b. Makes connections	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 5 Attendance</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 3, Pg. 358 Families Have Stories</li> <li>• Unit 4, Pg. 4 Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>

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TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>COGNITIVE</b> <i>continued</i>		
13. Uses classification skills	<ul style="list-style-type: none"> <li>• Songs: Same and Different; All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Similar Figures</li> <li>• Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 1, Pg. 107 Sound Box Match Up</li> <li>• Unit 5, Pg. 155 Vertebrates Sort and Review</li> </ul>
14. Uses symbols and images to represent something not present		
a. Thinks symbolically	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Various Dramatic Play Activities</li> </ul>
b. Engages in sociodramatic play	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Various Dramatic Play Activities</li> </ul>
<b>LITERACY</b>		
15. Demonstrates phonological awareness		
a. Notices and discriminates rhyme	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 2, Pg. 164 The Hungry Thing: Rhyme Play</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
b. Notices and discriminates alliteration	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter sound /j/</li> <li>• Unit 6, Pg.52 Pairs: Initial sounds and Letter Sound /p/</li> </ul>
c. Notices and discriminates smaller and smaller units of sound	Waterford activities teach phonological awareness and progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter sound /n/</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> </ul>

# TEACHING STRATEGIES-GOLD ASSESSMENT OBJECTIVES FOR DEVELOPMENT & LEARNING

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>16. Demonstrates knowledge of the alphabet</b>		
a. Identifies names letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Songs</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Print Concepts</li> <li>• Coloring Game (Make a Scene)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Name That Letter</li> <li>• Fast Letter Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 4, Pg. 46 Lowercase Letters</li> <li>• Unit 3, Pg. 282 Quack Ball</li> </ul>
b. Uses letter-sound knowledge	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Sound Activities</li> </ul>
<b>17. Demonstrates knowledge of print and its uses</b>		
a. Uses and appreciates books	<ul style="list-style-type: none"> <li>• Print Directionality</li> <li>• Print Concepts</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
b. Uses print concepts	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 133 Farmer in the Dell: Word Mix-up</li> </ul>
<b>18. Comprehends and responds to books and other texts</b>		
a. Interacts during read-alouds and book conversations	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Picture Story (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• Story Time Activities</li> </ul>



# TEACHING STRATEGIES-GOLD ASSESSMENT OBJECTIVES FOR DEVELOPMENT & LEARNING

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>18. Comprehends and responds to books and other texts <i>continued</i></b>		
b. Uses emergent reading skills	<ul style="list-style-type: none"> <li>• Print Directionality</li> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On: Reading Comprehension</li> <li>• Story Time Activities</li> </ul>
c. Retells stories	<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>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-Cake: Dough Time</li> <li>• Unit 2, Pg. 254 Polly Put the Kettle On: Reading Comprehension</li> </ul>
<b>19. Demonstrates emergent writing skills</b>		
a. Writes name	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Letter Trace</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> </ul>
b. Writes to convey meaning	<p>Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Unit 1, Pg. 132 Erasing Mistakes</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Journal Activities</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
<b>MATHEMATICS</b>		
<b>20. Uses number concepts and operations</b>		
a. Counts	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 34 Counting and Attendance</li> <li>• Unit 1, Pg. 150 Counting</li> <li>• Unit 2, Pg. 243 Central Park Board Game</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
b. Quantifies	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Bug Bits</li> <li>• One-to-one Correspondence</li> <li>• Number Instruction</li> <li>• Number Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 2, Pg. 160 Counting On</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 226 Five Frame Match</li> <li>• Unit 7, Pg. 248 Hidden Counters Game</li> </ul>

# TEACHING STRATEGIES-GOLD ASSESSMENT OBJECTIVES FOR DEVELOPMENT & LEARNING

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>20. Uses number concepts and operations <i>continued</i></b>		
c. Connects numerals with their quantities	<ul style="list-style-type: none"> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 54 Counting and Attendance</li> <li>• Unit 2, Pg. 234 Number Books 1-5</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>
<b>21. Explores and describes spatial relationships and shapes</b>		
a. Understands spatial relationships	<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>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> </ul>
b. Understands shapes	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes</li> <li>• Book: The Shape of Things</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 377 Shape Hunt</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> </ul>
22. Compares and measures	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size; Big Small Song; Large, Larger, Largest</li> <li>• Length</li> <li>• Capacity</li> <li>• Size</li> <li>• Order Size</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Weight</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>
23. Demonstrates knowledge of patterns	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB</li> <li>• Patterns ABB</li> <li>• Patterns ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 39 AB Pattern Garden</li> <li>• Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>• Unit 4, Pg., 59 ABC Patterns</li> </ul>

# TEACHING STRATEGIES-GOLD ASSESSMENT OBJECTIVES FOR DEVELOPMENT & LEARNING

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SCIENCE AND TECHNOLOGY</b>		
24. Uses scientific inquiry skills	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> </ul>
25. Demonstrates knowledge of the characteristics of living things	<ul style="list-style-type: none"> <li>• Songs: Water; Plants are Growing</li> <li>• Books: Mela’s Water Pot; A Seed Grows; I Wish I Had Ears Like a Bat</li> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Sun</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 14 Vertebrates Have Bones</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 89 Fish Moves</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> </ul>
26. Demonstrates knowledge of the physical properties of objects and materials	<ul style="list-style-type: none"> <li>• Songs: Rocks; Matter</li> <li>• Materials</li> <li>• Science Investigation</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 2, Pg. 176 Smell Survey</li> </ul>
27. Demonstrates knowledge of Earth’s environment	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Oceans</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 5, Pg. 245 Can an Earthworm Tell if It’s Hot or Cold?</li> </ul>
28. Uses tools and other technology to perform tasks	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>

# TEACHING STRATEGIES-GOLD ASSESSMENT OBJECTIVES FOR DEVELOPMENT & LEARNING

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL STUDIES</b>		
29. Demonstrates knowledge about self	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Ooey, Gooley Mud; I Hate Peas</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 14 Picturing My Body</li> </ul>
30. Shows basic understanding of people and how they live	<ul style="list-style-type: none"> <li>Books: Seeing Fingers; In the Rain; José Three; Mine; Moving Day; Follow the Apples</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 358 Families Have Stories</li> </ul>
31. Explores change related to familiar people or places	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See; Seasons</li> <li>Book: That's What I Like, A Book About Seasons</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> <li>Unit 5, Pg. 245 Can an Earthworm Tell if It's Hot or Cold?</li> </ul>
32. Demonstrates simple geographic knowledge	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Book: Where in the World Would You Go Today?</li> <li>Rainforests</li> <li>Mountains</li> <li>Oceans</li> <li>Desert</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>
<b>THE ARTS</b>		
33. Explores the visual arts	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Unit 7, Pg. 235 Rain Sticks</li> <li>Unit 3, Pg. 363 Fire Painting</li> <li>Unit 3, Pg. 370 Shades of Paint</li> <li>Unit 3, Pg. 374 Seed Mosaics</li> </ul>
34. Explores musical concepts and expression	<p>Music is an integral part of Waterford and includes 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>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 6, Pg. 22 Find the Beat</li> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> </ul>
35. Explores dance and movement concepts	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 367 Animal Beat</li> <li>Unit 2, Pg. 175 Dancing With Props</li> </ul>
36. Explores drama through actions and language	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Various Dramatic Play Activities</li> </ul>

TS-G OBJECTIVES	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ENGLISH LANGUAGE ACQUISITION</b>		
37. Demonstrates progress in listening to and understanding English	Waterford provides Spanish language support. When this feature is enabled and the child selects repeat, the instructions are given in Spanish and then in English again.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 21 Supporting Dual Language Learners</li> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 6, Pg. 102 Sailing Ships</li> </ul>
38. Demonstrates progress in speaking English	ELL students often thrive due to the scaffolded support and individual learning practice they receive.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 21 Supporting Dual Language Learners</li> <li>• Unit 1, Pg. 20 Reflection and Dismissal</li> <li>• Unit 1, Pg. 44. Getting Acquainted</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; 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 Piñata 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)

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?



## SUPPORT

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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](http://Waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [waterford.mentor.org](http://waterford.mentor.org) can be found in Spanish or with Spanish support.

### SONGS

#### Beginning Math Songs

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

#### Nursery Songs and Rhymes

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

Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UC...).

### WEEKLY HOMELINK NEWSLETTERS

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

### MATH HOMELINK NEWSLETTERS

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

### SCIENCE HOMELINK NEWSLETTERS

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

### READING HOMELINK NEWSLETTERS

#### Alphabet Knowledge

#### Comprehension and Vocabulary

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

#### Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

#### Phonological Awareness Letters

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

## WATERFORD MENTOR

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



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