

# CURRICULUM *Correlation*



*\*Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources (including SmartStart Teacher Guides)*

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COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PHYSICAL EDUCATION</b>		
<b>Preschool, Standard 1. Movement Competence and Understanding</b>		
<b>PE.P.1.1. Travel in a variety of directions using basic locomotor skills and demonstrate understanding of personal and general space.</b>		
a. Move safely in a large group without bumping into others or falling while using locomotor skills.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>
b. Travel forward and sideways while changing directions quickly in response to a signal.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>
c. Perform movements to the rhythm of music.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
d. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>Unit 5, Pg. 199 Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
e. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.		<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> </ul>
f. Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.	<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. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PE.P.1.1. Travel in a variety of directions using basic locomotor skills and demonstrate understanding of personal and general space <i>continued</i> .		
g. Understand movement concepts, such as control of the body, how the body moves (such as awareness of space and directionality), and that the body can move independently or in coordination with other objects.		<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
<b>Preschool, Standard 2. Physical and Personal Wellness</b>		
PE.P.2.1. Recognize the positive feelings experienced during and after physical activity.		
a. Participate in activities that increase the heart rate.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 42 Birds on a Perch</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 122 Obstacle Course</li> <li>Unit 7, Pg. 203 Spring Gallop!</li> </ul>
b. Participate in activities that require stretching the muscles.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 122 Obstacle Course</li> </ul>
c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> <li>Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> </ul>
d. Identify physical activity opportunities inside and outside of school	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 199 Circus School</li> <li>Unit 6, Pg. 7 Dramatic Play: Gym</li> </ul>
<b>Preschool, Standard 3. Social Emotional Wellness</b>		
PE.P.3.1. Demonstrate understanding of positive social interaction with teachers and peers.		
a. Demonstrate listening to the teacher during group activities.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Listening Rug Rules</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 9 Classroom Bear</li> <li>Unit 1, Pg. 11 Clean Up and Center Review</li> </ul>
b. Demonstrate sharing and taking turns when with participating with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PE.P.3.1. Demonstrate understanding of positive social interaction with teachers and peers <i>continued</i>.</b>		
c. Follow directions to simple activities.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
d. Recognize basic class rules and protocols.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Listening Rug Rules</li> <li>Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
e. Individuals recognize that rules make situations and activities safe and run more smoothly.		<ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 39 Quiet Time</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
<b>Preschool, Standard 4. Prevention and Risk Management</b>		
<b>PE.P.4.1. Understand basic safety rules and principles.</b>		
a. Follow teacher directions for safe participation in physical activity.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> </ul>
b. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> <li>Life Jackets and Floaties</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PE.P.4.1. Understand basic safety rules and principles <i>continued</i>.</b>		
c. Communicate an understanding of the importance of health and safety routines and rules.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> <li>Life Jackets and Floaties</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
<b>COMPREHENSIVE HEALTH</b>		
<b>Preschool, Standard 2. Physical and Personal Wellness</b>		
<b>CH.P.2.1. Distinguish between healthy and unhealthy foods.</b>		
a. Distinguish food on a continuum from most healthy to least healthy.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>My Healthy Plate</li> <li>Food Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
b. Demonstrate the ability to identify and choose a healthy food choice.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>My Healthy Plate</li> <li>Food Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
c. Recognize the benefits of choosing a healthy food.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>My Healthy Plate</li> <li>Food Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 319 Plant Part Salad</li> <li>Unit 7, Pg. 205 Healthy Eating</li> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
<b>CH.P.2.2. Develop self-management skills and personal hygiene skills to promote healthy habit.</b>		
a. Complete personal care tasks such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and choosing appropriate clothing for the weather.	<ul style="list-style-type: none"> <li>Books: The Germs; Whatever the Weather</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus; Dental Chart; Monkey Mouth</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 174 Taking Care of My Teeth</li> <li>Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> <li>Unit 7, Pg. 243 What Should I Wear?</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CH.P.2.2. Develop self-management skills and personal hygiene skills to promote healthy habit <i>continued</i>.</b>		
b. Prevent or reduce the spreading of germs such as covering the mouth for coughing and sneezing, not putting toys in the mouth, and not sharing drinks and food.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Germ Photos</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 54 Germs</li> <li>Unit 6, Pg. 76 Germs Make People Sick</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>
c. Understand that personal hygiene is an important step in the prevention of disease and illness.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Germ Photos</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Hand Washing and Snack</li> <li>Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>Unit 6, Pg. 54 Germs</li> <li>Unit 6, Pg. 76 Germs Make People Sick</li> <li>Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> </ul>
<b>Preschool, Standard 3. Social and Emotional Wellness</b>		
<b>CH.P.3.1. Children develop healthy relationships and interactions with adults and peers.</b>		
a. Communicate with familiar adults and accept or request guidance.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Lost Dinosaur</li> <li>Squirrel's Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>
b. Cooperate with others.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
c. Develop friendships with peers.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Friends Pictures</li> <li>How to Listen Like a Friend</li> <li>This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 7, Pg. 249 Friendship</li> </ul>
d. Establish secure relationships with adults.		<ul style="list-style-type: none"> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 3, Pg. 375 Trusted Adults</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CH.P.3.1. Children develop healthy relationships and interactions with adults and peers <i>continued</i>.</b>		
e. Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 76 Taking Turns Game</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> <li>Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
f. Resolve conflict with peers alone and/or with adult intervention as appropriate.	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>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>
g. Recognize and label others' emotions.	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Emotion Cards</li> <li>Feelings Poster</li> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>
h. Express empathy and sympathy to peers.	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 188 Full Buckets</li> <li>Unit 2, Pg. 202 Kind Kids</li> <li>Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 5, Pg. 238 Friends Use Kind Words</li> </ul>
i. Recognize how actions affect others and accept consequences of one's action.	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Broken Lamp</li> <li>Baby's Ball</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Consequences Cards</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 184 Consequence Game</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>



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<b>CH.P.3.2. Children develop self-concept and self-efficacy skills.</b>		
a. Identify personal characteristics, preferences, thoughts and feelings.	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Ooey, Gooley Mud; Bad News Shoes; Mine; Jose Three</li> <li>My Name Is Squirrel</li> <li>Clubhouse</li> <li>Squirrel's Sketches</li> <li>Soup's On!</li> <li>My Family</li> <li>Lost and Found</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>
b. Demonstrate age-appropriate independence in a range of activities, routines and tasks.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Clubhouse</li> <li>Squirrel's Sketches</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>Rock-a-Bye, Baby Lullaby</li> <li>Guess My Rule</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 6, Pg. 117 Digital Safety</li> </ul>
c. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Sketches</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Garbage Elves</li> <li>Classroom Helpers</li> <li>All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 80 Pairs</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>Unit 4, Pg. 112 I Can Book</li> <li>Unit 6, Pg. 79 Bath Time</li> <li>Unit 7, Pg. 243 What Should I Wear?</li> </ul>
d. Demonstrate age appropriate independence in decision-making regarding activities and materials.	Children make decisions independently as they progress through the sequence of activities.	
<b>CH.3.3. Children develop self-regulation skills.</b>		
a. Recognize and label emotions.	<ul style="list-style-type: none"> <li>Find Me!</li> <li>Lost and Found</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Boo Hoo Baby</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Emotion Cards</li> <li>Lots of Feelings</li> <li>Guess How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>Unit 4, Pg. 13 We're All Happy</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CH.3.3. Children develop self-regulation skills <i>continued</i>.</b>		
b. Handle impulses and behavior with minimal direction.	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>• Introduction, Pg. 16 Private Place</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
c. Follow simple rules, routines and directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions. <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 39 Quiet Time</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
d. Shift attention between tasks and move through transitions with minimal direction from adults.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 24 Schedule</li> <li>• Unit 1, Pg. 36 Schedule; Jump Up and Down Transition</li> <li>• Unit 1, Pg. 59 Cleanup and Review</li> </ul>
e. Attend to free play activities for longer periods of time.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Let’s Play</li> <li>• Center Activities</li> </ul>
<b>CH.P.3.4. Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors.</b>		
a. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Find Me!</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• It’s Not Fair</li> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I Feel...</li> </ul>
b. Refrain from disruptive behavior, aggressive, angry, or defiant behaviors.	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>• Introduction, Pg. 16 Private Place</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CH.P.3.4. Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors <i>continued.</i>		
c. Adapt to new environments with appropriate emotions and behaviors		<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 22 Arrival and Toy Time</li> <li>Unit 1, Pg. 33 Reflection and Dismissal</li> </ul>
<b>Preschool, Standard 4. Prevention and Risk Management</b>		
CH.P.4.1. Identify ways to be safe while at play.		
a. State how to be a safe walking across the street.		<ul style="list-style-type: none"> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
b. Follow basic health and safety rules inside and outside the classroom.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 6, Pg. 117 Digital Safety</li> </ul>
c. Communicate to a parent or trusted adult if something is not safe.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>Unit 3, Pg. 339 Emergency!</li> <li>Unit 3, Pg. 375 Trusted Adults</li> <li>Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>Unit 6, Pg. 117 Digital Safety</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>Unit 7, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul>
d. Communicate and understand the importance of health and safety routines and rules.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> <li>Life Jackets and Floaties</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CH.P.4.1. Identify ways to be safe while at play <i>continued</i> .		
CH.P.4.2. Identify the importance of respecting the personal space and boundaries of self and others.		
a. Begin to understand the importance of personal space.	<b>Mentor Resources:</b> • Personal Space Circle	• Unit 2, Pg. 169 Personal Space Circle
b. Explain the importance of personal space in the classroom and around others.	<b>Mentor Resources:</b> • Personal Space Circle	• Unit 2, Pg. 169 Personal Space Circle
c. Explain that each person has the right to tell others not to touch his or her body.	<b>Mentor Resources:</b> • Personal Space Circle	• Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body
d. Identify "appropriate" and "inappropriate" touches.		• Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body
e. Identify characteristics of a trusted adult.	<b>Mentor Resources:</b> • Community Helpers	• Unit 3, Pg. 375 Trusted Adults
f. Seek out a parent or trusted adult for support in resolving an unwanted action or feeling they have experienced.	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.	• Unit 3, Pg. 375 Trusted Adults
<b>READING, WRITING, AND COMMUNICATING</b>		
<b>Preschool, Standard 1. Oral Expression and Listening</b>		
RW.P.1.1. Children comprehend and understand the English language (Receptive Language).		
a. Attend to language during conversations, songs, stories or other learning experiences.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)	• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
b. Comprehend increasingly complex and varied vocabulary.	• Vocabulary • Picture Clues	• Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>RW.P.1.1. Children comprehend and understand the English language (Receptive Language) <i>continued</i>.</b>		
c. Follow two- to three-step directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 4 Arrival and Toy Time</li> <li>Unit 1, Pg. 10 Introduction to Centers</li> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 1, Pg. 18 Afternoon Centers</li> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
<b>RW.P.1.2. Children use language to convey thoughts and feelings (Expressive Language).</b>		
a. Participate in conversations of more than three exchanges with peers and adults.	Social-emotional videos model conversations and discussions initiated and continued by different characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 214 Set the Table, Please</li> <li>Unit 6, Pg. 75 Grown-up Manners</li> </ul>
b. Use language to express ideas and needs.	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> <li>Lost Dinosaur</li> <li>Find Me!</li> <li>Perfect Present</li> <li>Clubhouse</li> <li>Marmot's Basket</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It.</li> </ul>
c. Use increasingly complex and varied vocabulary.	<ul style="list-style-type: none"> <li>Vocabulary Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
d. Understand the difference between a question and a statement.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 , Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>
e. Practice asking questions and making statements.	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
f. Speak in sentences of five or six words.	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Preschool, Standard 2. Reading for All Purposes</b>		
<b>RW.P.2.1. Children understand and obtain meaning from stories and information from books and other texts.</b>		
a. Show interest in shared reading experiences and looking at books independently.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
b. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print. Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
c. Ask and answer questions and make comments about print materials.	<ul style="list-style-type: none"> <li>• Print Directionality</li> <li>• Print Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
d. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
e. Begin to identify key features of reality versus fantasy in stories, pictures, and events.	<ul style="list-style-type: none"> <li>• Distinguish Between Fantasy and Reality</li> <li>• Real and Make-believe</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>
f. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
g. Make predictions based on illustrations.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> </ul>
h. Begin to identify key features of reality versus fantasy in stories, pictures, and events.	<ul style="list-style-type: none"> <li>• Distinguish Between Fantasy and Reality</li> <li>• Real and Make-believe</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>RW.P.2.2. Phonological awareness is the building block for understanding language.</b>		
a. Identify and discriminate between words in language.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Blend Phonemes</li> <li>• Blend Onset/Rime Sounds</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Phoneme Eliminator</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. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words</li> <li>• Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter sound /ă/</li> </ul>
b. Identify and discriminate between separate syllables in words.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 130 Name Syllable</li> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 166 Listening Activity: Fast Syllables</li> <li>• Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• Unit 5 Pg. 202 Circus Syllables</li> </ul>
c. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> <li>• Rhyming Words</li> <li>• Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>• Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> <li>• Unit 7, Pg. 214 Listening Activity: I Spy Blending Phonemes</li> </ul>
d. Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences.	<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> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Word Patterns</li> <li>• Initial Sound</li> <li>• Final Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>RW.P.2.3. Print concepts and conventions anchor concepts of early decoding.</b>		
a. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	<ul style="list-style-type: none"> <li>Words in Your World</li> <li>Name Game (What's Your Name?)</li> <li>Explain Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, Pg. 12 Alphabet Instruction</li> <li>Unit 1, Pg. 26 Singing the Alphabet</li> <li>Unit 1, Pg. 27 Letter Tile Names</li> <li>Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>Unit 1, Pg. 74 Name Magnets</li> <li>Unit 4, Pg. 46 Lowercase Letters</li> </ul>
b. Understand that print conveys meaning.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 35 Morning Message</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
c. Understand conventions, such as print moves from left to right and top to bottom of a page.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. 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>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Morning Message</li> <li>Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
d. Recognize words as a unit of print and understand that letters are grouped to form words.	<ul style="list-style-type: none"> <li>Letters Make Words</li> <li>Print Concepts</li> <li>Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
e. Recognize the association between spoken or signed and written words.	<p>All online books and text within the software illustrate left to right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the association between spoken and written words and the sequence of print.</p>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 35 Morning Message</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>
<b>RW.P.2.4. The names and sounds associated with letters makes up alphabetic knowledge.</b>		
a. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	<ul style="list-style-type: none"> <li>Alphabet Introduction (Distinguish Letters)</li> <li>ABC Songs</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 1, Pg. 12 Alphabet Instruction</li> <li>Unit 1, Pg. 26 Singing the Alphabet</li> <li>Unit 1, Pg. 27 Letter Tile Names</li> <li>Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>Unit 1, Pg. 74 Name Magnets</li> <li>Unit 4, Pg. 46 Lowercase Letters</li> </ul>



COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RW.P.2.4. The names and sounds associated with letters makes up alphabetic knowledge <i>continued.</i>		
b. Recognize that letters of the alphabet have distinct sound(s) associated with them.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Sound Room</li> <li>Choose a Sound</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> <li>Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>
c. Attend to the beginning letters and sounds in familiar words.	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Where Is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
d. Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name.	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Sound Room</li> <li>Choose a Sound</li> <li>Name Game (What's Your Name?)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 27 Letter Tile Names</li> <li>Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>Unit 1, Pg. 74 Name Magnets</li> <li>Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/</li> <li>Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> </ul>
<b>Preschool, Standard 3. Writing and Composition</b>		
RW.P.3.1. Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.		
a. Experiment with writing tools and materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, Pg. 56 Writing Capital Letter A</li> </ul>
b. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	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.	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 35 Morning Message</li> <li>Unit 1, Pg. 82 Letters Make Words</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>RW.P.3.1. Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</b>		
c. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Unit 1, Pg. 8 Morning Message</li> <li>Unit 1, Pg. 35 Morning Message</li> </ul>
d. Copy, trace, or independently write letters or words.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 17 Writing Center</li> <li>Journal Activities</li> <li>Capital Letter Introductions</li> <li>Lowercase Letter Introductions</li> </ul>
<b>Preschool, Standard 4. Research Inquiry and Design</b>		
<b>RW.P.4.1. Begin research by asking a question to identify and define a problem and its possible solutions.</b>		
a. Differentiate between questions and statements	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments. <ul style="list-style-type: none"> <li>Sentences</li> <li>Sentence Marks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 , Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
b. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>MATHEMATICS</b>		
<b>Preschool, Standard 1. Number and Quantity</b>		
<b>P.CC.A. Counting &amp; Cardinality: Know number names and the count sequence.</b>		
1. Count verbally or sign to at least 20 by ones.	<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. 45 Counting and Attendance</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P.CC.B. Counting &amp; Cardinality: Recognize the number of objects in a small set.</b>		
2. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.	<ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Match Numbers</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 40 Math: Same Two</li> <li>Unit 1, Pg. 150 Arrange and Count 4</li> <li>Unit 2, Pg. 170 Mad Dash Number Match</li> <li>Unit 2, Pg. 208 Pizza Chef Match</li> <li>Unit 2, Pg. 218 Group Five Pets</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<b>P.CC.C. Counting &amp; Cardinality: Understand the relationship between numbers and quantities.</b>		
3. Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>One-to-one Correspondence</li> <li>Order Numbers</li> <li>Bug Bits</li> <li>Match Numbers</li> <li>Number Instruction</li> <li>Number Counting</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 3, Pg. 271 What Comes Next?</li> <li>Unit 5, Pg. 160 Counting On</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> <li>Unit 6, Pg. 19 Quantities to 9</li> </ul>
4. Use the number name of the last object counted to answer “How many?” questions for up to approximately 10 objects.	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>One-to-one Correspondence</li> <li>Order Numbers</li> <li>Bug Bits</li> <li>Match Numbers</li> <li>Number Instruction</li> <li>Number Counting</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 5 Attendance</li> <li>Unit 2, Pg. 261 Make One More</li> <li>Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>Unit 5, Pg. 147 Decomposing 7</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
5. Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>One-to-one Correspondence</li> <li>Bug Bits</li> <li>Match Numbers</li> <li>Number Instruction</li> <li>Number Counting</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 5, Pg. 171 Quantities to 7</li> <li>Unit 5, Pg. 180 Arrange and Count 7</li> <li>Unit 5, Pg. 200 Counting in a Circle</li> </ul>
6. Understand that each successive number name refers to a quantity that is one larger.	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>One-to-one Correspondence</li> <li>Bug Bits</li> <li>Match Numbers</li> <li>Number Instruction</li> <li>Number Counting</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 45 Counting and Attendance</li> <li>Unit 2, Pg. 252 Find One More</li> <li>Unit 2, Pg. 261 Make One More</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P.CC.D. Counting &amp; Cardinality: Compare numbers.</b>		
7. Identify whether the number of objects in one group is more than, less than or the same as objects in another group for up to at least five objects.	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>More Than, Fewer Than</li> <li>More Than</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 8 Greater Than</li> <li>Unit 6, Pg. 71 Less Than</li> <li>Unit 6, Pg. 105 Quantities to 10</li> <li>Unit 6, Pg. 121 Problem Solving: Fair Division</li> </ul>
8. Identify and use numbers related to order or position from first to fifth.	<ul style="list-style-type: none"> <li>Song: Ordinals</li> <li>Book: The Circus Came to Town</li> <li>Order</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 3, Pg. 271 What Comes Next?</li> </ul>
<b>P.CC.E. Counting &amp; Cardinality: Associate a quantity with written numerals up to 5 and begin to write numbers.</b>		
9. Associate a number of objects with a written numeral 0-5.	<ul style="list-style-type: none"> <li>Books: Zero in My Toy Box; One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5</li> <li>Number Instruction</li> <li>Number Practice</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 12 Math Center</li> <li>Read and Write Number Activities</li> <li>Unit 4, Pg. 102 Read and Write 6</li> <li>Unit 5, Pg. 248 Read and Write 9</li> </ul>
10. Recognize and, with support, write some numerals up to 10	<ul style="list-style-type: none"> <li>Books: Zero in My Toy Box; 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</li> <li>Number Instruction</li> <li>Number Practice</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 12 Math Center</li> <li>Read and Write Number Activities</li> </ul>
<b>Preschool, Standard 2. Algebra and Functions</b>		
<b>P.OA.A. Operations &amp; Algebraic Thinking: Understand addition as adding to and understand subtraction as taking away from.</b>		
1. Represent addition and subtraction in different ways, such as with fingers, objects, and drawings.	<ul style="list-style-type: none"> <li>Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Act Out Addition</li> <li>Subtract Groups</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>Unit 2, Pg. 252 Find One More</li> <li>Unit 6, Pg. 83 Ten Frame Game</li> <li>Unit 7, Pg. 229 Build One Less</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P.OA.A. Operations &amp; Algebraic Thinking: Understand addition as adding to and understand subtraction as taking away from <i>continued</i>.</b>		
2. Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least five to or from a given number to find a sum or difference up to 10.	<ul style="list-style-type: none"> <li>Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Act Out Addition</li> <li>Subtract Groups</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>Unit 2, Pg. 252 Find One More</li> <li>Unit 6, Pg. 83 Ten Frame Game</li> <li>Unit 7, Pg. 229 Build One Less</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
3. With adult assistance, begin to use counting on (adding 1 or 2, for example) from the larger number for addition.	<ul style="list-style-type: none"> <li>Song: Counting On</li> <li>Count On</li> <li>Count On by 1</li> <li>Counting Songs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 83 Ten Frame Game</li> <li>Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<b>P.OA.B. Operations &amp; Algebraic Thinking: Understand simple patterns.</b>		
4. Fill in missing elements of simple 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. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>
5. Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.	<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. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>
6. Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	<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. 38 AB Pattern Garden</li> <li>Unit 4, Pg. 48 ABB Cereal Necklaces</li> <li>Unit 4, Pg. 59 ABC Patterns</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Preschool, Standard 3. Data, Statistics, and Probability</b>		
<b>P.MD.A. Measurement &amp; Data: Measure objects by their various attributes using standard and nonstandard measurement and use differences in attributes to make comparisons.</b>		
1. Use comparative language, such as shortest, heavier, biggest, or later.	<ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest; Big Small Song</li> <li>Size</li> <li>Order Size</li> <li>Length</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 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 147 Charting Weight</li> </ul>
2. Compare or order up to five objects based on their measurable attributes, such as height or weight.	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> <li>Size</li> <li>Order Size</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> <li>Unit 7, Pg. 142 Weight</li> <li>Unit 7, Pg. 147 Charting Weight</li> </ul>
3. Measure using the same unit, such as putting together snap cubes to see how tall a book is.	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 114 Length</li> <li>Unit 7, Pg. 136 Exploring Length</li> </ul>
<b>Preschool, Standard 4. Geometry</b>		
<b>P.G.A. Geometry: Identify, describe, compare, and compose shapes.</b>		
1. Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners.	<ul style="list-style-type: none"> <li>Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 289 Rectangles and Squares</li> <li>Unit 3, Pg. 299 Triangles</li> <li>Unit 3, Pg. 320 Circles</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>P.G.A. Geometry: Identify, describe, compare, and compose shapes <i>continued</i>.</b>		
2. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.	<ul style="list-style-type: none"> <li>Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 289 Rectangles and Squares</li> <li>Unit 3, Pg. 299 Triangles</li> <li>Unit 3, Pg. 320 Circles</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
3. Analyze, compare, and sort two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape.	<ul style="list-style-type: none"> <li>Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different; All Sorts of Laundry</li> <li>Books: The Shape of Things; Imagination Shapes; Buttons, Buttons</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Unit 3, Pg. 310 Make a Triangle</li> <li>Unit 3, Pg. 332 Circle Party</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> <li>Unit 3, Pg. 368 Shapes Mural</li> <li>Unit 3, Pg. 375 Shape Hunt</li> </ul>
4. Compose simple shapes to form larger shapes.	<ul style="list-style-type: none"> <li>Geoboard</li> <li>Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center; Pg. 12 Math Center</li> <li>Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>Unit 3, Pg. 368 Shapes Mural</li> </ul>
<b>P.G.B. Geometry: Explore the positions of objects in space.</b>		
5. Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind.	<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. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
6. Correctly follow directions involving their own position in space, such as “Stand up” and “Move forward.”	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Position Words</li> <li>Long Lewie Cards</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 221 Over, Under, Through</li> <li>Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SCIENCE</b>		
<b>Preschool, Standard 1. Physical Science</b>		
<b>SC.P.1.1. Recognize that physical properties of objects and/or materials help us understand the world.</b>		
a. Use senses to explore the properties of objects and materials (e.g., solids, liquids).	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> </ul>
b. Make simple observations, predictions, explanations, and generalizations based on real-life experiences.	<ul style="list-style-type: none"> <li>• Books: 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</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>
c. Collect, describe, predict and record information using words, drawings, maps, graphs and charts.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Graphing; Tallying</li> <li>• Science Investigation</li> <li>• Graphs</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 344 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 363 Seed Investigation</li> </ul>



COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.P.1.1. Recognize that physical properties of objects and/or materials help us understand the world <i>continued</i> .		
d. Observe, describe, and discuss living things and natural processes.	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates; Birds; Plants Are Growing; Fish; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; 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</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</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>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SC.P.1.2. Recognize there are cause-and-effect relationships related to matter and energy.</b>		
a. Recognize and investigate cause - and - effect relationships in everyday experiences (pushing, pulling, kicking, rolling or blowing objects).	<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>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>Introduction, Pg. 9 Block Center</li> </ul>
b. Notice change in matter.	<ul style="list-style-type: none"> <li>Song: Matter</li> <li>Book: Pancakes Matter</li> <li>States of Matter</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>
c. Observe, describe and discuss properties of materials and transformation of substances.	<ul style="list-style-type: none"> <li>Materials</li> <li>States of Matter</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 335 Exploring Water</li> <li>Unit 3, Pg. 340 The Water Cycle: Part 1</li> <li>Unit 3, Pg. 344 The Water Cycle: Part 2</li> </ul>
d. Seek answers to questions and test predictions using simple experiments.	<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 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</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>
<b>Preschool, Standard 2. Life Science</b>		
<b>SC.P.2.1. Recognize that living things have unique characteristics and basic needs that can be observed and studied.</b>		
a. Observe, describe and discuss living things.	<ul style="list-style-type: none"> <li>Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants</li> <li>Books: A Seed Grows; Mela's Water Pot</li> <li>Science Investigation</li> <li>Living or Nonliving</li> <li>Mammals</li> <li>Birds</li> <li>Fish</li> <li>Amphibians</li> <li>Reptiles</li> <li>Invertebrates</li> <li>Insects</li> <li>Spiders</li> <li>Worms</li> <li>Plants</li> <li>Plant or Animal</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 223 Living and Nonliving</li> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 3, Pg. 296 We Are All Growing</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SC.P.2.1. Recognize that living things have unique characteristics and basic needs that can be observed and studied <i>continued</i>.</b>		
b. Observe similarities and differences in the needs of living things.	<ul style="list-style-type: none"> <li>Books: A Seed Grows; Mela's Water Pot</li> <li>Plants Need Water</li> <li>Animals Need Water</li> <li>Plants and Animals Need Air</li> <li>Healthy Plants' Needs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 248 Plant or Animal</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
c. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.	<ul style="list-style-type: none"> <li>Deserts</li> <li>Mountains</li> <li>Oceans</li> <li>Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> </ul>
d. Ask and pursue questions through simple investigations and observations of living things.	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 44 What Makes a Bird?</li> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
e. Collect, describe, and record information about living things through discussion, drawings, graphs, technology and charts.	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
f. Identify differences between living and nonliving things.	<ul style="list-style-type: none"> <li>Songs: Living and Nonliving; Plants are Growing; Food From Plants</li> <li>Living or Nonliving</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 223 Living and Nonliving</li> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> </ul>
<b>SC.P.2.2. Recognize that living things develop in predictable patterns.</b>		
a. Identify the common needs such as food, air and water of familiar living things.	<ul style="list-style-type: none"> <li>Books: A Seed Grows; Mela's Water Pot; Everybody Needs to Eat</li> <li>Plants Need Water</li> <li>Animals Need Water</li> <li>Plants and Animals Need Air</li> <li>Healthy Plants' Needs</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 223 Living and Nonliving</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SC.P.2.2. Recognize that living things develop in predictable patterns <i>continued</i>.</b>		
b. Predict, explain and infer patterns based on observations and representations of living things, their needs and life cycles.	<ul style="list-style-type: none"> <li>Books: Watch the Woolly Worm; A Seed Grows</li> <li>Observe a Simple System</li> <li>Amphibians</li> <li>Animals Need Water</li> <li>Plants Need Water</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 223 Living and Nonliving</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
c. Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
d. Recognize that plants and animals grow and change.	<ul style="list-style-type: none"> <li>Books: Watch the Woolly Worm; A Seed Grows</li> <li>Observe a Simple System</li> <li>Amphibians</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>Unit 2, Pg. 258 Taking Care of Living Things</li> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> <li>Unit 4, Pg. 76 What Makes a Fish?</li> <li>Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>
<b>Preschool, Standard 3. Earth and Space Science</b>		
<b>SC.P.3.1. The acquisition of concepts and facts related to the Earth materials and their uses.</b>		
a. Use senses and tools, including technology, to investigate materials, and observe processes and relationships to gather information and explore the environment.	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Sight</li> <li>Taste</li> <li>Smell</li> <li>Touch</li> <li>Hearing</li> <li>Science Tools</li> <li>Weather Tools</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 6, Pg. 18 Listening To My Body</li> <li>Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SC.P.3.1. The acquisition of concepts and facts related to the Earth materials and their uses <i>continued</i>.</b>		
b. Inquire about the natural and physical environment.	<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>Science Investigation</li> <li>Mountains</li> <li>Deserts</li> <li>Oceans</li> <li>Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 309 Leaf Rubbings</li> <li>Unit 3, Pg. 316 Plant Parts</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
c. Observe and discuss common properties, differences and comparisons among objects.	<ul style="list-style-type: none"> <li>Song: Same and Different</li> <li>Let's Compare</li> <li>Comparatives</li> <li>Solid, Liquid, Gas</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 1, Pg. 107 Sound Box Match Up</li> <li>Unit 4, Pg. 18 Bone Exploration</li> <li>Unit 6, Pg. 24 Fingerprints: Same or Different?</li> </ul>
d. Participate in simple investigations to form hypothesis, gather observations, draw conclusions.	<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. 50 Follow the Apples Investigation</li> <li>Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> </ul>
e. Record observations using words, drawings, maps, graphs and charts.	<ul style="list-style-type: none"> <li>Songs: Graphing</li> <li>Graphs</li> <li>Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 7, Pg. 244 Weather Report</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
<b>SC.P.3.2. The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.</b>		
a. Predict, explain and infer patterns based on observations and evidence.	<ul style="list-style-type: none"> <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 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 3, Pg. 279 Shadow Theater</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 7, Pg. 244 Weather Report</li> <li>Unit 7, Pg. 233 Precipitation</li> </ul>
b. Articulate findings through a variety of modalities (e.g., drawings, words, dramatizations).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 316 Plant Parts</li> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> <li>Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>Unit 5, Pg. 175 Ant Farm Extension</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.P.3.2. The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships <i>continued</i> .		
c. Recognizes familiar elements of the natural world and demonstrates an understanding that these may change over time (e.g., sun and moon, weather).	<ul style="list-style-type: none"> <li>Songs: Sun Blues; The Moon; Precipitation</li> <li>Books: Moon Song; Whatever the Weather</li> <li>Sun</li> <li>Moon</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>Unit 3, Pg. 279 Shadow Theater</li> <li>Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>Unit 7, Pg. 233 Precipitation</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul>
d. Observe and describe patterns observed over the course of a number of days and nights (e.g., differences in the activities or appearance of plants and animals).	<ul style="list-style-type: none"> <li>Songs: Plants are Growing; Measuring Plants</li> <li>Book: Everybody Needs to Eat</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 363 Seed Investigation</li> <li>Unit 4, Pg. 118 Raising Tadpoles</li> </ul>
<b>SOCIAL STUDIES</b>		
<b>Preschool, Standard 1. History</b>		
SS.P.1.1. Recognize change and sequence over time.		
a. Differentiate between past, present, and future.	<ul style="list-style-type: none"> <li>Song: It Happened Yesterday</li> <li>Books: The Watermelon Seed; Jose Three; I Can't Wait</li> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 20 Reflection and Dismissal</li> <li>Unit 1, Pg. 35 Calendar</li> <li>Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>Unit 1, Pg. 55 Schedule</li> </ul>
b. Recognize family or personal events that happened in the past.	<ul style="list-style-type: none"> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 296 We Are All Growing</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> <li>Journal Activities</li> </ul>
c. Understand that how people live and what they do changes over time.	<ul style="list-style-type: none"> <li>Books: 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 Scientist Like Thomas Edison</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 55 Schedule</li> <li>Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Preschool, Standard 2. Geography</b>		
<b>SS.P.2.1. Develop spatial understanding, perspectives, and connections to the world</b>		
a. Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations	<ul style="list-style-type: none"> <li>Songs: I Am Part of All I See; Water</li> <li>Books: Your Backyard; Creepy Crawlers; Garden Visitors</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
b. Develop an awareness of the school, neighborhood, and community.	<ul style="list-style-type: none"> <li>Create Your Own Environment</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City with Your Children</li> <li>Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 28 Classroom Block Play</li> </ul>
<b>Preschool, Standard 3. Economics</b>		
<b>SS.P.3.1. Individuals have many wants and have to make choices.</b>		
a. Identify choices that individuals can make	<ul style="list-style-type: none"> <li>Books: Bugs For Sale; Fudge For Sale</li> <li>Pretend Play</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Money</li> <li>Classroom Helpers</li> <li>All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 74 It's Okay to Say No</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
b. Explain how individuals earn money and use it to make choices among their various wants.	<ul style="list-style-type: none"> <li>Books: Bugs For Sale; Fudge For Sale; Bad News Shoes</li> <li>Pretend Play</li> </ul> <p><b>Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Money</li> <li>Classroom Helpers</li> <li>All the Way Done</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>SS.P.3.2. Identify money and its purpose (PFL).</b>		
a. Recognize coins and currency as money.	<ul style="list-style-type: none"> <li>Songs: Save Your Pennies; Money</li> <li>Coin Identification</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
b. Identify how money is used.	<ul style="list-style-type: none"> <li>Book: Bugs For Sale</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
c. Discuss why we need money.	<ul style="list-style-type: none"> <li>Book: Bugs For Sale</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
d. Sort coins by physical attributes such as color or size.	<ul style="list-style-type: none"> <li>Song: Save Your Pennies</li> <li>Coin Identification</li> <li>Count Quarters, Dimes, Nickels, and Pennies</li> </ul>	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Preschool, Standard 4. Civics</b>		
<b>SS.P.4.1. Understand one's relationship to the family and community and respect differences in others.</b>		
a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 1, Pg. 4 The Name Song</li> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
b. Understand similarities and respect differences among people within their classroom and community.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>
<b>SS.P.4.2. Rules allow groups to work effectively.</b>		
a. Understand the reasons for rules in the home and classroom and for laws in the community.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
b. Show interest in interacting with and developing relationships with others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Where's Papa</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
c. Recognize that everyone has rights and responsibilities within a group.		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 326 We All Have Jobs</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> </ul>
d. Demonstrate self-regulated behaviors and fairness in resolving conflicts.	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 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• Unit 4, Pg. 47 Quiet Bottles</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>



COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MUSIC</b>		
<b>Preschool, Standard 1. Expression of Music</b>		
<b>MU.P.1.1. Perform expressively.</b>		
a. Use voices expressively when speaking, chanting, and singing.	Waterford activities, such as Letter Sound Instruction, ask children to “Say it with me!”, and are repetitive with “One more time!” Activities demonstrate sound and ask children to repeat the sound or sounds they hear.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 3, Pg. 283 High and Low</li> <li>• Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>• Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 140 Grumble, Talk, or Screech</li> </ul>
b. Perform through multiple modalities a variety of simple songs and singing games alone and with others.	<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 1, Pg. 103 Instrument Chairs</li> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>
c. Use voice and/or instruments to enhance familiar songs or chants.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 6, Pg. 22 Find the Beat</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>
<b>MU.P.1.2. Respond to rhythmic patterns and elements of music using expressive movement.</b>		
a. Sing, play, or move to simple songs and singing games.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 3, Pg. 371 Where is Thumbkin: Find the Marble</li> <li>• Unit 6, Pg. 12 Hi! Notes</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Music Activities</li> <li>• Dance Activities</li> </ul>
b. Move or use body percussion to demonstrate awareness of changes in music.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 175 Dancing with Props</li> <li>• Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 7, Pg. 187 Pathways in Space</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MU.P.1.3. Apply teacher feedback to demonstrate appropriate processes when singing, playing, and moving.</b>		
a. Apply teacher feedback for progress of musical practice and experience.		<ul style="list-style-type: none"> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>Unit 6, Pg. 22 Find the Beat</li> <li>Unit 6, Pg. 85 Storytelling With Instruments</li> </ul>
<b>Preschool, Standard 2. Creation of Music</b>		
<b>MU.P.2.1. Improvise movement and sound responses to music.</b>		
a. Improvise sound effects to accompany play activities	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Unit 6, Pg. 22 Find the Beat</li> <li>Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>
b. Use improvised movement to demonstrate musical awareness	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
<b>Preschool, Standard 3. Theory of Music</b>		
<b>MU.P.3.1. Describe and respond to musical elements.</b>		
a. Use individual means to respond to rhythm.	<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 1, Pg. 98 Dramatic Play Music Shop</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 4, Pg. 27 Mammal Rhythm</li> <li>Unit 6, Pg. 59 Rhythm Stick Sounds</li> </ul>
b. Use individual means to respond to pitch.	<ul style="list-style-type: none"> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 117 Jar Symphony</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 5, Pg. 140 Grumble, Talk, or Screech</li> </ul>
c. Use individual means to respond to dynamics.	<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 1, Pg. 98 Dramatic Play Music Shop</li> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MU.P.3.1. Describe and respond to musical elements <i>continued</i>.</b>		
d. Use individual means to respond to form.	<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 1, Pg. 98 Dramatic Play Music Shop</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 6, Pg. 18 Hi! Notes</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
e. Use invented symbols to represent musical sounds and ideas.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 6, Pg. 53 Floating Robots</li> </ul>
<b>MU.P.3.2. Recognize a wide variety of sounds and sound sources.</b>		
a. Use personal communication to describe sources of sound.	<ul style="list-style-type: none"> <li>Common Sounds</li> <li>What Do You Hear?</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 104 Mr. Brown Can Moo! Can You</li> <li>Unit 1, Pg. 105 Pouring Sounds</li> <li>Unit 1, Pg. 117 Jar Symphony</li> <li>Unit 1, Pg. 118 Sound Order</li> </ul>
b. Use individual means to respond to dynamics and tempo.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 3, Pg. 369 Where is Thumbkin: Find the Marble</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> </ul>
<b>Preschool, Standard 4. Aesthetic Valuation of Music</b>		
<b>MU.P.4.1. Show musical preference for style or song.</b>		
a. Move, sing, or describe to show preference for styles of music.	<ul style="list-style-type: none"> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Music Activities</li> <li>Dance Activities</li> </ul>
b. Discuss feelings in response to music.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1: Pg. 149 I Am, I Can</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 2, Pg. 233 Mambo Moves</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MU.P.4.1. Show musical preference for style or song <i>continued</i>.</b>		
c. Use individual communication to describe music.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play Music Shop</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 4, Pg. 27 Mammal Rhythm</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
<b>MU.P.4.2. Recognize music in daily life.</b>		
a. Explore music from media, community, and home events.	<ul style="list-style-type: none"> <li>Party Time</li> </ul>	<ul style="list-style-type: none"> <li>Music and Dance Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>
b. Listen and respond to various musical styles (such as marches and lullabies).	<ul style="list-style-type: none"> <li>ABC Song: Pigeon March</li> <li>Book: Movin' to the Music Time</li> <li>Sing a Rhyme: All the Pretty Little Horses</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
c. Communicate feelings in music.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1: Pg. 149 I Am, I Can</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> <li>Unit 2, Pg. 233 Mambo Moves</li> </ul>
d. Express personal interests regarding why some music selections are preferred over others.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Music Activities</li> <li>Dance Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DANCE</b>		
<b>Preschool, Standard 1. Movement, Technique, and Performance</b>		
<b>DA.P.1.1. Demonstrate simple phrases of movement safely in time and space.</b>		
a. Safely practice simple locomotor and non-locomotor movements.	<ul style="list-style-type: none"> <li>Song: Head, Shoulders, Knees, and Toes</li> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Dance Activities</li> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
b. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping).	<ul style="list-style-type: none"> <li>Song: Head, Shoulders, Knees, and Toes</li> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> </ul>	<ul style="list-style-type: none"> <li>Dance Activities</li> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 4, Pg. 89 Fish Moves</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
c. Explore movement to encourage (kinesthetic) body awareness.	<ul style="list-style-type: none"> <li>Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes</li> </ul>	<ul style="list-style-type: none"> <li>Dance Activities</li> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
d. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others.	<ul style="list-style-type: none"> <li>Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes</li> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Dance Activities</li> <li>Unit 1, Pg. 96 Friendly Musical Chairs</li> <li>Unit 1, Pg. 103 Instrument Chairs</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Preschool, Standard 2. Create, Compose, and Choreograph</b>		
<b>DA.P.2.1. Explore simple ideas and stories through movement</b>		
a. Create movements in response to sensory ideas (textures, colors, smells) and images from nature.	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 4, Pg. 27 Mammal Rhythm</li> <li>Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> <li>Unit 5, Pg. 188 Insect Walking Sounds</li> <li>Unit 5, Pg. 233 Slide Like a Snail</li> </ul>
b. Move to express different feelings in personal and general space	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Dance Activities</li> </ul>
c. Explore movement while moving with objects (scarves, feathers, balls).	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
d. Transfer same movements to different body parts and use repetition.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 3, Pg. 365 Animal Beat</li> <li>Unit 5, Pg. 151 Dinosaur Stomp</li> </ul>
<b>Preschool, Standard 3. Historical and Cultural Context</b>		
<b>DA.P.3.1. Begin to recognize dances in relation to cultures represented by the people in their daily surroundings.</b>		
a. Explore how dance expresses ideas and emotions.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
b. Explore occasions for dance across different cultures.	<ul style="list-style-type: none"> <li>Song: Little Snowball Bush of Mine</li> <li>Book: Movin' to the Music Time</li> </ul>	
c. Explore shapes, levels and patterns in a dance, and describe the actions.	<ul style="list-style-type: none"> <li>Song: Little Snowball Bush of Mine</li> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 36 Jump Up and Down Transition</li> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 2, Pg. 251 Body Moves</li> <li>Unit 3, Pg. 283 High and Low</li> <li>Unit 3, Pg. 304 Farmer Mash</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Preschool, Standard 4. Reflect, Connect, and Respond</b>		
<b>DA.P.4.1. Observe and identify different dance genres.</b>		
a. Experience the joy of seeing and responding to dance.	<ul style="list-style-type: none"> <li>Song: Little Snowball Bush of Mine</li> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
b. Demonstrate movement to express emotion.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4, Pg. 117 Giraffes Can Dance!</li> <li>Unit 5, Pg. 183 Flight of the Bumblebee</li> </ul>
c. Express what is seen and felt in a movement with different tempos, rhythms and genres.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 120 Listen to the Beat</li> <li>Unit 2, Pg. 175 Dancing with Props</li> <li>Unit 6, Pg. 53 Floating Robots</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>
<b>DA.P.4.2. Attentively observe a dance performance.</b>		
a. View a performance with attention.	<ul style="list-style-type: none"> <li>Song: Little Snowball Bush of Mine</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	
b. Describe the dance in your own words.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>	
c. Show your favorite dance move to the performers or each other.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	
<b>VISUAL ARTS</b>		
<b>Preschool, Standard 1. Observe and Learn to Comprehend</b>		
<b>VA.P.1.1. Identify art in daily surroundings.</b>		
a. Select images in materials such as but not limited to books, cartoons, computer games and environmental print.	<ul style="list-style-type: none"> <li>Picture Story</li> <li>Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 38 Illustration Investigations</li> </ul>
b. Use age-appropriate communication to describe works of art.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 256 Polly's Tea</li> <li>Unit 3, Pg. 309 Leaf Rubbings</li> <li>Unit 3, Pg. 361 Fire Painting</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>VA.P.1.1. Identify art in daily surroundings <i>continued</i>.</b>		
c. Recognize basic language of art and design in relation to daily surroundings.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2, Pg. 256 Polly's Tea</li> <li>Unit 3, Pg. 309 Leaf Rubbings</li> <li>Unit 3, Pg. 361 Fire Painting</li> <li>Unit 3, Pg. 368 Shades of Paint</li> <li>Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites</li> </ul>
<b>Preschool, Standard 2. Envision and Critique to Reflect</b>		
<b>VA.P.2.1. Know that works of art can represent people, places and things.</b>		
a. Explain that works of art communicate ideas and tell stories.	<ul style="list-style-type: none"> <li>Song: The Painted Rooster</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture</li> <li>Unit 7, Pg. 139 Painting My Feelings</li> <li>Unit 7, Pg. 146 Artist's Statement</li> </ul>
b. Communicate a story about a work of art.	<ul style="list-style-type: none"> <li>Book: Lizard and the Painted Rock</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 146 Artist's Statement</li> </ul>
c. Discuss one's own artistic creations and those of others.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>Preschool, Standard 3. Invent and Discover to Create</b>		
<b>VA.P.3.1. Create works of art based on personal relevance.</b>		
a. Explore the process of creating works of art at one's own pace that arrive at an individual desired outcome.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> </ul>
b. Use art materials freely, safely and with respect in any environment.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>
c. Engage in the process of creating visual narratives from familiar stories and subject matter.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>



COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Preschool, Standard 4. Relate and Connect to Transfer</b>		
<b>VA.P.4.1. Understand that artists have an important role in communities.</b>		
a. Explain what an artist does and who an artist can be.	<ul style="list-style-type: none"> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>	
b. Identify some of the activities in which artists participate.	<ul style="list-style-type: none"> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
c. Identify arts materials used by artists.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>
<b>DRAMA AND THEATRE ARTS</b>		
<b>Preschool, Standard 1. Create</b>		
<b>DT.P.1.1. Generate and conceptualize artistic ideas and work.</b>		
a. Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (story drama, creative drama, movement stories, pantomimes, puppetry, etc.)	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> <li>Guess How I'm Feeling</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Drama &amp; Storytelling Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
b. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry etc.).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> <li>Guess How I'm Feeling</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>
<b>DT.P.1.2. Organize and develop artistic ideas and work.</b>		
a. Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry etc.).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> <li>Guess How I'm Feeling</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Drama &amp; Storytelling Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DT.P.1.3. Refine and complete artistic work.</b>		
a. Investigate story in dramatic play or a guided drama experience (e.g. story drama, creative drama, movement stories, pantomimes, puppetry, etc.).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> <li>Guess How I'm Feeling</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>DT.P.1.4. Synthesize and relate knowledge and personal experience to make art.</b>		
a. Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> <li>Guess How I'm Feeling</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>Preschool, Standard 2. Perform</b>		
<b>DT.P.2.1. Select, analyze, and interpret artistic work for presentation.</b>		
a. Make appropriate character reactions that connect environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> <li>Guess How I'm Feeling</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>DT.P.2.2. Develop and refine artistic techniques, choices and work for presentation.</b>		
a. Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
b. Explore and experiment with various design or technical elements in dramatic play or a guided drama experience.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>I Love My Hat</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>DT.P.2.3. Convey meaning through the presentation of artistic work.</b>		
a. Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> <li>Guess How I'm Feeling</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>Preschool, Standard 3. Critically Respond</b>		
<b>DT.P.3.1. Perceive and analyze artistic work.</b>		
a. Recall an emotional response in dramatic play or a guided drama experience	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> <li>Guess How I'm Feeling</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 7, Pg. 208 Program Rehearsal</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>DT.P.2.2. Interpret intent and meaning in artistic work.</b>		
a. Reflect on choices in a dramatic play and guided drama experiences.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>What Would You Do?</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Program</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>
b. Name and describe characters in a dramatic play or a guided drama.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>This Belongs to a Friend</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 216 Chicka Chicka Boom Boom Program</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>
<b>DT.P.3.3. Apply criteria to evaluate artistic work.</b>		
a. Recognize artistic choices.	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Connect to Me</li> <li>Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>DT.P.3.4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b>		
a. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience.	<ul style="list-style-type: none"> <li>Books: La Tortuga; Duc Tho Le's Birthday Present; Jose Three; The Story of Tong and Mai Nhia; Lorenzo's Llama; The Talking Lizard; The Snow Lion; Mela's Water Pot</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> <li>Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> <li>Unit 7, Pg. 216 Digital Program</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WORLD LANGUAGES</b>		
Preschool, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.		
WL.P.1+ Communicate effectively in the target language using gestures, pointing or facial expressions to augment oral language.		
a. Understand and answer a few simple questions on very familiar topics, using practiced or memorized words.	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 149 I Am, I Can</li> <li>Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
b. Express some basic needs using practiced or memorized words.	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 223 Living and Nonliving</li> <li>Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
c. Express basic preferences or feelings using practiced or memorized words.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Flower of My Youth; Oh Welcome, My Friends</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> </ul>
d. Identify memorized or familiar words when they are supported by visuals or gestures.	<ul style="list-style-type: none"> <li>Songs: Tortillas, Tortillas; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Calendar Activities</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, Last</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
e. Understand memorized or familiar words in conversations, especially when they are supported by visuals or gestures.	<ul style="list-style-type: none"> <li>Songs: Tortillas, Tortillas; I Touch My Nose Like This; Oh Welcome, My Friends</li> </ul>	<ul style="list-style-type: none"> <li>Calendar Activities</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, Last</li> <li>Unit 5, Pg. 230 Dramatic Play: Library</li> </ul>
f. Introduce self, using practiced or memorized words and phrases, and with the help of visuals.	<b>Mentor Resources:</b> <ul style="list-style-type: none"> <li>Hi! Notes</li> <li>Teaching Children Manners</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 54 Morning Meeting</li> <li>Unit 1, Pg. 149 I Am, I Can</li> </ul>
g. Name very familiar people, places and objects, using practiced or memorized words and phrases, and with the help of visuals.	<ul style="list-style-type: none"> <li>Songs: Tortillas, Tortillas; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 14 School Field Trip</li> <li>Unit 1, Pg. 133 Farmer in the Dell: Word Mixup</li> <li>Unit 3, Pg. 326 We All Have Jobs</li> <li>Unit 3, Pg. 372 Journal Prompt: My Family</li> <li>Unit 3, Pg. 373 Trusted Adults</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Preschool, Standard 2. Cultures/Intercultural Communication: Interact with cultural competence and understanding.</b>		
<b>WL.P.2+ Develop cultural competence and understanding.</b>		
a. Identify some practices of cultures and basic cultural beliefs especially those related to the children in the classroom and the community.	<ul style="list-style-type: none"> <li>Books: La Tortuga; Duc Tho Le's Birthday Present; Jose Three; The Story of Tong and Mai Nhia; Lorenzo's Llama; The Talking Lizard; The Snow Lion; Mr. Lucky Straw; The Brothers; Mela's Water Pot</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
b. Imitate some simple patterns of behavior in familiar settings across cultures.	<ul style="list-style-type: none"> <li>Song: Tortillas, Tortillas</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
c. Use very basic knowledge of cultural practices to accomplish simple, routine tasks.	<ul style="list-style-type: none"> <li>Song: Tortillas, Tortillas</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 288 Journals: My Family</li> </ul>
d. Identify some products of cultures, especially those related to the children in the classroom and the community.	<ul style="list-style-type: none"> <li>Books: Treasures From the Loom; The Pinata Book; Duc Tho Le's Birthday Present; The Story Cloth</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
e. Use basic cultural knowledge to interact with others when using the target language.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>Preschool, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</b>		
<b>WL.P.3+ Connect with other content areas in order to build academic awareness through experiences in the target language.</b>		
a. Identify information from other content areas related to the target language and its cultures.	<ul style="list-style-type: none"> <li>Books: Yangshi's Perimeter; Treasures From the Loom; The Pinata Book; Duc Tho Le's Birthday Present; The Story Cloth; Mr. Lucky Straw</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>Preschool, Standard 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</b>		
<b>WL.P.4+ Develop insight into the nature of language and culture in order to develop cultural competence.</b>		
a. Recognize similarities and differences between the target language and their own language.	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner</li> </ul>
b. Recognize similarities and differences between the target culture and their own culture.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>Unit 3, Pg. 288 Journals: My Family</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](https://www.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.

## 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



All Waterford books and many of the resources available to families at [waterford.mentor.org](https://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/UC8v33333333333333333333).*

## 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)

## 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.*

## READING HOMELINK NEWSLETTERS

## Alphabet Knowledge

## Comprehension and Vocabulary

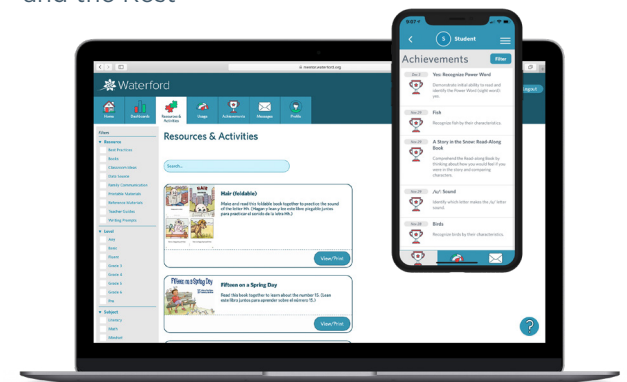
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

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