

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Colorado  
Academic  
Standards 2020  
Including 2022  
Revisions*

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<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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures</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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures</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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures</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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Dental Chart</li> <li>• Monkey Mouth</li> </ul>
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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Germ Photos</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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Germ Photos</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>
b. Cooperate with others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CH.P.3.1 CHILDREN DEVELOP HEALTHY RELATIONSHIPS AND INTERACTIONS WITH ADULTS AND PEERS <i>continued.</i></b>	
c. Develop friendships with peers.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul> <p><b>Engagement:</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>
d. Establish secure relationships with adults.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
e. Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Boo Hoo Baby</li> <li>• Find Me!</li> <li>• Musical Mayhem</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>
f. Resolve conflict with peers alone and/or with adult intervention as appropriate.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emotion Cards</li> <li>• Feelings Poster</li> <li>• Guess How I’m Feeling</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>
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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</li> </ul>
<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, Goey Mud; Bad News Shoes; Mine; José 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>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CH.P.3.2 CHILDREN DEVELOP SELF-CONCEPT AND SELF-EFFICACY SKILLS</b> <i>continued.</i>	
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>Engagement:</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>
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>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>
d. Demonstrate age appropriate independence in decision-making regarding activities and materials.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.
<b>CH.P.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>Engagement:</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>
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.”
c. Follow simple rules, routines and directions.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</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> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Garbage Elves</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>
e. Attend to free play activities for longer periods of time.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

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<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> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I’m Feeling</li> <li>• Emotion Cards</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.”
c. Adapt to new environments with appropriate emotions and behaviors.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>PRESCHOOL, STANDARD 4. PREVENTION AND RISK MANAGEMENT</b>	
<b>CH.P.4.1 IDENTIFY WAYS TO BE SAFE WHILE AT PLAY.</b>	
a. State how to be a safe walking across the street.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</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> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
c. Communicate to a parent or trusted adult if something is not safe.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
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>Engagement:</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> </ul>

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<b>CH.P.4.2 IDENTIFY THE IMPORTANCE OF RESPECTING THE PERSONAL SPACE AND BOUNDARIES OF SELF AND OTHERS.</b>	
a. Begin to understand the importance of personal space.	<b>Engagement:</b> • Personal Space Circle
b. Explain the importance of personal space in the classroom and around others.	<b>Engagement:</b> • Personal Space Circle
c. Explain that each person has the right to tell others not to touch his or her body.	<b>Engagement:</b> • Personal Space Circle
d. Identify “appropriate” and “inappropriate” touches.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
e. Identify characteristics of a trusted adult.	<b>Engagement:</b> • Community Helpers
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.
<b>DANCE</b>	
<b>PRESCHOOL, STANDARD 1. MOVEMENT, TECHNIQUE, AND PERFORMANCE</b>	
<b>DA.P.1.1 DEMONSTRATE SIMPLE PHRASES OF MOVEMENT SAFELY.</b>	
a. Move safely in personal and general space.	<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>
b. Demonstrate focus and concentration while moving.	<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>
<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).	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Five Senses</li> </ul> <b>Engagement:</b> <ul style="list-style-type: none"> <li>• Invertebrate Action Cards</li> <li>• Perching Bird</li> </ul>
b. Develop simple movements based on a mood or feeling.	• Book: Movin’ to the Music Time
c. Explore movement while moving with objects (scarves, feathers, balls).	• Book: Movin’ to the Music Time
d. Transfer same movements to different body parts and use repetition.	• Book: Movin’ to the Music Time
e. Improvise movements that can start and stop on cue.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
f. Demonstrate contrasting ideas.	• Book: Movin’ to the Music Time

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PRESCHOOL, STANDARD 3. HISTORICAL AND CULTURAL CONTEXT</b>	
<b>DA.P.3.1 BEGIN TO RECOGNIZE WAYS IN WHICH DANCE REPRESENTS DIFFERENT ERAS AND CULTURES.</b>	
a. Explore how dance can be used to commemorate special occasions across various cultures.	<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. Experience dances from other time periods.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul>
<b>PRESCHOOL, STANDARD 4. REFLECT, CONNECT, AND RESPOND</b>	
<b>DA.P.4.1 DESCRIBE DANCE USING BASIC MOVEMENT VOCABULARY.</b>	
a. Identify different dance movements.	<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. Describe a movement or dance with emerging vocabulary (e.g., body parts, verbs, adjectives, metaphors, imagery).	<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>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. With prompting and support, 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> <p><b>Engagement:</b></p> <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>
b. With prompting and support, creatively manipulate objects in a variety of dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Engagement:</b></p> <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>
<b>DT.P.1.2 ORGANIZE AND DEVELOP ARTISTIC IDEAS AND WORK.</b>	
a. With prompting and support, explore characters and environments using imagination in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Engagement:</b></p> <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>



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<b>DT.P.1.3 CONNECT ARTISTIC IDEAS TO PERSONAL EXPERIENCE AND VARIED PERSPECTIVES.</b>	
<p>a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Engagement:</b></p> <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>
<b>DT.P.1.4 REFINE TOWARDS COMPLETION OF ARTISTIC WORK.</b>	
<p>a. With prompting and support, expand characters and environments in dramatic play or guided drama experience (e.g., process drama, story drama, creative drama).</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul> <p><b>Engagement:</b></p> <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>
<b>PRESCHOOL, STANDARD 2. PERFORM</b>	
<b>DT.P.2.1 SELECT, ANALYZE, AND INTERPRET ARTISTIC WORK FOR PRESENTATION.</b>	
<p>a. With prompting and support, select a story for guided dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Engagement:</b></p> <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>
<b>DT.P.2.2 DEVELOP AND REFINE ARTISTIC TECHNIQUES, CHOICES AND WORK FOR PRESENTATION.</b>	
<p>a. With prompting and support, create characters using body and voice for a story through dramatic play or guided drama experience (e.g., process drama, story drama, creative drama).</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Please and Thank You</li> <li>• What Would You Do?</li> <li>• Role Play</li> </ul>
<p>b. With prompting and support, interact with various items to create an environment for a story.</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• I Love My Hat</li> <li>• What Would You Do?</li> </ul>
<b>DT.P.2.3 CONNECT ARTISTIC WORK WITH AUDIENCE, COMMUNITY, AND ENSEMBLE.</b>	
<p>a. With prompting and support, identify skills and knowledge from other areas in dramatic play or guided drama experience (e.g., process drama, story drama, creative drama).</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Engagement:</b></p> <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>

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<b>DT.P.2.4 CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK.</b>	
a. With prompting and support, perform character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Engagement:</b></p> <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>
<b>PRESCHOOL, STANDARD 3. CRITICALLY RESPOND</b>	
<b>DT.P.3.1 PERCEIVE AND ANALYZE ARTISTIC WORK.</b>	
a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• What Would You Do?</li> <li>• Role Play</li> </ul>
<b>DT.P.3.2 INTERPRET INTENT AND MEANING IN ARTISTIC WORK.</b>	
a. With prompting and support, reflect on choices in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul>
b. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> <li>• Describe Characters</li> </ul>
<b>DT.P.3.3 CONNECT ARTISTIC EXPERIENCES TO OUR WORLD; PAST, PRESENT, AND FUTURE.</b>	
a. With prompting and support, identify and connect stories and cultural experiences that are similar to one another in dramatic play or guided drama experience.	<ul style="list-style-type: none"> <li>• Books: La Tortuga; Duc Tho Le's Birthday Present; José Three; The Story of Tong and Mai Nhia; Lorenzo's Llama; The Talking Lizard; The Snow Lion; Mela's Water Pot</li> </ul>
<b>DT.P.3.4 APPLY CRITERIA TO EVALUATE ARTISTIC WORK.</b>	
a. With prompting and support, recognize artistic choices by actively engaging in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul>
<b>MATHEMATICS</b>	
<b>PRESCHOOL, STANDARD 1. NUMBER AND QUANTITY</b>	
<b>MA.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>
<b>MA.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>

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<b>MA.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>
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>
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>
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>
<b>MA.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>
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>
<b>MA.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>
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>

<b>COLORADO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>PRESCHOOL, STANDARD 2. ALGEBRA AND FUNCTIONS</b>	
<b>MA.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; 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>
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; 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>
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>
<b>MA.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>
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>
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>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PRESCHOOL, STANDARD 3. DATA, STATISTICS, AND PROBABILITY</b>	
<b>MA.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>
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>
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>
<b>PRESCHOOL, STANDARD 4. GEOMETRY</b>	
<b>MA.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, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>
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, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</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, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Sort</li> </ul>
4. Compose simple shapes to form larger shapes.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>MA.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: Position Cat; 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>
6. Correctly follow directions involving their own position in space, such as “Stand up” and “Move forward.”	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Position Words</li> <li>• Long Lewie Cards</li> </ul>
<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 in a variety of modes.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Number Songs (See titles at end of document.)</li> <li>• Sing Around the World Songs</li> <li>• ABC Songs</li> <li>• Mama’s Melody</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>
c. Use voice and/or instruments to enhance familiar songs or chants, and appropriate children’s literature.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>
<b>MU.P.1.2 RESPOND TO A VARIETY OF RHYTHMIC PATTERNS AND ELEMENTS OF MUSIC USING EXPRESSIVE MOVEMENT.</b>	
a. Sing, play, or move to a variety of culturally diverse songs and singing games.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
b. Demonstrate awareness of changes in music with body percussion or movement.	<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>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.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<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 activities	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</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>

<b>COLORADO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>PRESCHOOL, STANDARD 3. THEORY OF MUSIC</b>	
<b>MU.P.3.1 DESCRIBE AND RESPOND TO MUSICAL ELEMENTS.</b>	
a. Respond to rhythm using student choice of demonstration.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>
b. Respond to pitch using student choice of demonstration.	<ul style="list-style-type: none"> <li>Mama's Melody</li> </ul>
c. Respond to dynamics using student choice of demonstration.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>
d. Respond to structure using student choice of demonstration.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>
e. Use invented symbols to represent musical sounds and ideas.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<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>Animal Sounds</li> <li>What Do You Hear?</li> </ul>
b. Respond to dynamics and tempo using student choice of demonstration.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Mama's Melody</li> </ul>
<b>PRESCHOOL, STANDARD 4. RESPOND TO 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>
b. Discuss feelings in response to music.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>
c. Use individual communication to describe music.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>
<b>MU.P.4.2 RECOGNIZE MUSIC IN DAILY LIFE.</b>	
a. Explore culturally diverse music from media, community, and home events.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Party Time</li> </ul>
b. Listen and respond to various musical styles (such as marches, mariachi, and lullabies).	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Songs: ABC Song; Pigeon March; All the Pretty Little Horses</li> <li>Book: Movin' to the Music Time</li> </ul>
c. Communicate feelings in music.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</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>
<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.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.
b. Travel forward and sideways while changing directions quickly in response to a signal.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.

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<b>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>.</b>	
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>
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.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.
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.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.
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: Position Cat; 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>
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.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.
<b>PRESCHOOL, STANDARD 2. PHYSICAL AND PERSONAL WELLNESS</b>	
<b>PE.P.2.1 RECOGNIZE THE POSITIVE FEELINGS EXPERIENCED DURING AND AFTER PHYSICAL ACTIVITY.</b>	
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>
b. Participate in activities that require stretching the muscles.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• Yoga Poster</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>
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>
<b>PRESCHOOL, STANDARD 3. SOCIAL EMOTIONAL WELLNESS</b>	
<b>PE.P.3.1 DEMONSTRATE UNDERSTANDING OF POSITIVE SOCIAL INTERACTION WITH TEACHERS AND PEERS.</b>	
a. Demonstrate listening to the teacher during group activities.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> </ul>
b. Demonstrate sharing and taking turns when with participating with peers.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>



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<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. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.
d. Recognize basic class rules and protocols.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>
e. Individuals recognize that rules make situations and activities safe and run more smoothly.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</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.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>• Good Playing Rules</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>Engagement:</b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
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> <b>Engagement:</b> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
<b>READING, WRITING, AND COMMUNICATING</b>	
<b>PRESCHOOL, STANDARD 1. ORAL EXPRESSION AND LISTENING</b>	
<b>RW.P.1.1 CHILDREN COMPREHEND AND UNDERSTAND THE ENGLISH LANGUAGE (RECEPTIVE LANGUAGE).</b>	
a. Attend to language during conversations, songs, stories or other learning experiences.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the online books read, see the picture story, and can manipulate the pages of the online book.
b. Comprehend increasingly complex and varied vocabulary.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
c. Follow two- to three-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.

<b>COLORADO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<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 between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
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>
c. Use increasingly complex and varied vocabulary.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
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>
e. Practice asking questions and making statements.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
f. Speak in sentences of five or six words.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
<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>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</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.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>
c. Ask and answer questions and make comments about print materials.	<ul style="list-style-type: none"> <li>• Print Concepts</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>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>

<b>COLORADO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>RW.P.2.1 CHILDREN UNDERSTAND AND OBTAIN MEANING FROM STORIES AND INFORMATION FROM BOOKS AND OTHER TEXTS <i>continued.</i></b>	
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> </ul>
f. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</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>
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> </ul>
<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>
b. Identify and discriminate between separate syllables in words.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</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>
d. Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• One Doesn't Rhyme</li> <li>• Word Patterns</li> <li>• Initial Sound</li> <li>• Final Sound</li> </ul>
<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</li> <li>• Explain Numbers</li> </ul>
b. Understand that print conveys meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> </ul>

<b>COLORADO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>RW.P.2.3 PRINT CONCEPTS AND CONVENTIONS ANCHOR CONCEPTS OF EARLY DECODING <i>continued.</i></b>	
c. Understand conventions, such as print moves from left to right and top to bottom of a page.	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 sequence of print.
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> </ul>
e. Recognize the association between spoken or signed and written words.	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.
<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>• ABC Songs</li> <li>• Distinguish Letters</li> </ul>
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>
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>
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</li> </ul>
<b>PRESCHOOL, STANDARD 3. WRITING AND COMPOSITION</b>	
<b>RW.P.3.1 FAMILIARITY WITH WRITING IMPLEMENTS, CONVENTIONS, AND EMERGING SKILLS TO COMMUNICATE THROUGH WRITTEN REPRESENTATIONS, SYMBOLS, AND LETTERS.</b>	
a. Experiment with writing tools and materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
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.
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</li> </ul>
d. Copy, trace, or independently write letters or words.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>

<b>COLORADO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<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	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> <li>• Sentence Marks</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.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
<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>
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> <li>• Science 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>
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 George Washington Carver</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>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>

<b>COLORADO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<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>
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>
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>
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>
<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>
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>
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>
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>
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>
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>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<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>
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>
c. Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.	<ul style="list-style-type: none"> <li>• Book: A Seed Grows</li> <li>• Observe a Simple System</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Amphibians</li> <li>• Metamorphosis</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> <li>• Plants</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Which Ones Will Grow?</li> <li>• Metamorphosis</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>
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>
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>

<b>COLORADO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>SC.P.3.1 THE ACQUISITION OF CONCEPTS AND FACTS RELATED TO THE EARTH MATERIALS AND THEIR USES <i>continued.</i></b>	
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>
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>
<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>
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.
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>
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> </ul>
<b>SOCIAL STUDIES</b>	
<b>PRESCHOOL, STANDARD 1. HISTORY</b>	
<b>SS.P.1.1 RECOGNIZE CHANGE AND SEQUENCE OVER TIME.</b>	
a. Begin to understand concepts of past, present, and future.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Books: The Watermelon Seed; José Three; I Can’t Wait</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
b. Begin to recall family traditions or personal events that happened in the past (this can include immediate past events from that day or week, or longer) and the present, especially as it pertains to diverse backgrounds, such as race, and individual family traditions.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Books: José Three; Mine; The Piñata Book</li> <li>• Do I Have To?</li> </ul>
c. Begin to understand that previous, current, and future events can have an impact on our daily, weekly, or monthly lives.	<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>



COLORADO STANDARDS	WATERFORD DIGITAL 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 their immediate environment, such as areas of their preschool classroom, their own room or house, and/or building and roads, 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>
b. Develop an awareness of their own home, classroom, school, neighborhood, and community.	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>
c. Develop an awareness of basic, developmentally appropriate spatial concepts such as near and far.	<ul style="list-style-type: none"> <li>• Book: Where in the World Would You Go Today?</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>
<b>PRESCHOOL, STANDARD 3. ECONOMICS</b>	
<b>SS.P.3.1 UNDERSTAND THAT INDIVIDUALS HAVE MANY WANTS AND MUST MAKE CHOICES.</b>	
a. Identify choices that individuals can make to get their needs and wants met.	<ul style="list-style-type: none"> <li>• Books: Bugs for Sale; Fudge for Sale</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Money</li> <li>• Classroom Helpers</li> <li>• All the Way Done</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> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Money</li> <li>• Classroom Helpers</li> <li>• All the Way Done</li> </ul>
<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>• Come Inside</li> <li>• My Family</li> </ul>
b. Understand similarities and respect differences among people of diverse backgrounds within their classroom and community.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Clubhouse</li> <li>• Come Inside</li> </ul>
c. Identify emotions using age-appropriate vocabulary and correlate cause and effect to those emotions.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Baby’s Ball</li> <li>• Lost Dinosaur</li> <li>• Noisy Children</li> <li>• Papa’s Thumb</li> <li>• Squirrel’s Blocks</li> </ul>
d. Utilize positive social skill methods such as communication, trade-offs, common goals, kind actions, etc. to get positive results for obtaining needs and wants from other individuals, classmates, friends, and adults to empathize with others and begin to solve problems.	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others’ rights and property as well as their own.</p>
e. Understand how similarities and differences can make a family, classroom, and community stronger.	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SS.P.4.2 UNDERSTAND THAT RULES ALLOW GROUPS TO WORK EFFECTIVELY.</b>	
a. Understand how rules in the classroom, home, and community keep us safe.	<ul style="list-style-type: none"> <li>Lightning Safety</li> <li><b>Engagement:</b></li> <li>Good Playing Rules Rebus</li> <li>Listening Rug Rules Rebus</li> </ul>
b. Show interest in interacting with and developing relationships with others, including those who are African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
c. Recognize that everyone has rights and responsibilities within a group.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.
d. Demonstrate self-regulated behaviors and problem-solving skills when resolving conflicts.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
e. Follow classroom routines, rules, and expectations.	<b>Engagement:</b> <ul style="list-style-type: none"> <li>Good Playing Rules Rebus</li> <li>Listening Rug Rules Rebus</li> </ul>
<b>PRESCHOOL, STANDARD 5. PERSONAL FINANCIAL LITERACY</b>	
<b>SS.P.5.1 IDENTIFY MONEY AND ITS PURPOSE.</b>	
a. Recognize coins and currency as money.	<ul style="list-style-type: none"> <li>Songs: Save Your Pennies; Money</li> <li>Book: Bugs for Sale</li> <li>Coin Identification</li> </ul>
b. Identify how money is obtained (e.g., through work or gifts) and how it is used..	<ul style="list-style-type: none"> <li>Books: Bugs for Sale; Fudge for Sale</li> </ul>
c. Discuss why we need money.	<ul style="list-style-type: none"> <li>Books: Bugs for Sale; Fudge for Sale</li> </ul>
d. Identify different forms of money and their different values.	<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>
<b>VISUAL ARTS</b>	
<b>PRESCHOOL, STANDARD 1. OBSERVE AND LEARN TO COMPREHEND</b>	
<b>VA.P.1.1 IDENTIFY IMAGERY AND 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>Words in Your World</li> </ul>
b. Use age-appropriate communication to describe works of art.	<ul style="list-style-type: none"> <li>Songs: Sing Around the World: c—Colors, Colors (Mexico); Sing Around the World: p—The Painted Rooster (Argentina)</li> <li>Squirrel's Sketches</li> </ul>
c. Recognize basic language of art and design in relation to daily surroundings.	<ul style="list-style-type: none"> <li>Songs: Sing Around the World: c—Colors, Colors (Mexico); Sing Around the World: p—The Painted Rooster (Argentina); Squirrel's Zoo Colors</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<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: Sing Around the World: p—The Painted Rooster (Argentina)</li> <li>• Squirrel’s Sketches</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>
c. Discuss one’s own artistic creations and those of others.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</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.
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.
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.
<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>
c. Identify arts materials used by artists.	<ul style="list-style-type: none"> <li>• Songs: Sing Around the World: c—Colors, Colors (Mexico); Sing Around the World: p—The Painted Rooster (Argentina)</li> <li>• Book: Lizard and the Painted Rock</li> <li>• Squirrel’s Sketches</li> </ul>
<b>WORLD LANGUAGES</b>	
<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.</b>	
<b>WL.P.1+ COMMUNICATE EFFECTIVELY IN THE TARGET LANGUAGE USING GESTURES, POINTING OR FACIAL EXPRESSIONS TO AUGMENT ORAL LANGUAGE.</b>	
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.
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.
c. Express basic preferences or feelings using practiced or memorized words.	<ul style="list-style-type: none"> <li>• Songs: Sing Around the World: c—Colors, Colors (Mexico); Sing Around the World: y—The Flower of My Youth (Lithuania); Sing Around the World: w—Oh Welcome, My Friends (Israel)</li> </ul>
d. Identify memorized or familiar words when they are supported by visuals or gestures.	<ul style="list-style-type: none"> <li>• Song: I Touch My Nose Like This</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: I Touch My Nose Like This; Oh Welcome, Sing Around the World: w—Oh Welcome, My Friends (Israel)</li> </ul>

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>WL.P.1+ COMMUNICATE EFFECTIVELY IN THE TARGET LANGUAGE USING GESTURES, POINTING OR FACIAL EXPRESSIONS TO AUGMENT ORAL LANGUAGE <i>continued</i>.</b>	
f. Introduce self, using practiced or memorized words and phrases, and with the help of visuals.	<ul style="list-style-type: none"> <li>• My Family</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> <li>• Teaching Children Manners</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>• Song: I Touch My Nose Like This</li> </ul>
<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>• Sing Around the World Songs</li> <li>• Books: La Tortuga; Duc Tho Le’s Birthday Present; José 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>
b. Imitate some simple patterns of behavior in familiar settings across cultures.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Soup’s On!</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Learning Routine</li> </ul>
c. Use very basic knowledge of cultural practices to accomplish simple, routine tasks.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Soup’s On!</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Learning Routine</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 Piñata Book; Duc Tho Le’s Birthday Present; The Story Cloth</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.
<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 Piñata Book; Duc Tho Le’s Birthday Present; The Story Cloth; Mr. Lucky Straw</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.
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.



## 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; Zig Zag

### 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; 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?





## PRE-MATH & SCIENCE

### Math Books

Zero In My Toybox; 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; Zero Is a Big Round Hole; 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



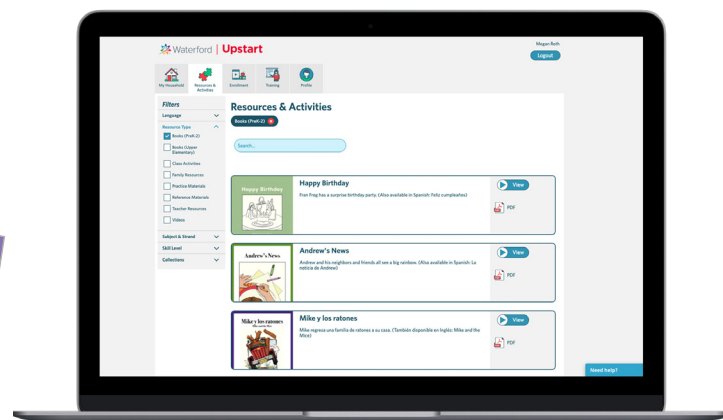
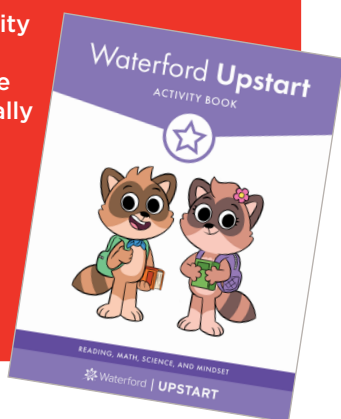
## FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) to see the most current resources and activities.

### WATERFORD UPSTART

[Waterford Upstart](https://upstart.waterford.org/) is a secure website where Upstart families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to thousands of resources and activities.

The Waterford Upstart Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford Upstart Activity Book are available online at Waterford Upstart.



Visit Waterford Upstart at <https://upstart.waterford.org/>

### SAMPLE RESOURCES & ACTIVITIES

Families can find 1,000s of resources and activities in English and Spanish at Waterford Upstart. Here are some examples.

#### Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

#### Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

#### Language and Literacy

Waterford's Six Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

#### Books (All 350+ books available in English and Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, Goey Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

### CONTINUAL DEVELOPMENT

As a nonprofit research institute, 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.