

CURRICULUM *Correlation*



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

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COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
COMPREHENSIVE HEALTH		
Preschool, Standard 2. Physical and Personal Wellness		
CH.P.2.1 Distinguish between healthy and unhealthy foods.		
a. Distinguish food on a continuum from most healthy to least healthy.	<ul style="list-style-type: none"> Song: Health Healthy Food <p>Engagement:</p> <ul style="list-style-type: none"> My Healthy Plate Food Pictures 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
b. Demonstrate the ability to identify and choose a healthy food choice.	<ul style="list-style-type: none"> Song: Health Healthy Food <p>Engagement:</p> <ul style="list-style-type: none"> My Healthy Plate Food Pictures 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
c. Recognize the benefits of choosing a healthy food.	<ul style="list-style-type: none"> Song: Health Healthy Food <p>Engagement:</p> <ul style="list-style-type: none"> My Healthy Plate Food Pictures 	<ul style="list-style-type: none"> Unit 3, Pg. 319 Plant Part Salad Unit 7, Pg. 205 Healthy Eating Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack
CH.P.2.2 Develop self-management skills and personal hygiene skills to promote healthy habit.		
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"> Books: The Germs; Whatever the Weather Avoid Germs and Prevent Illness Germs <p>Engagement:</p> <ul style="list-style-type: none"> Hand Washing Rebus Dental Chart Monkey Mouth 	<ul style="list-style-type: none"> Unit 1, Pg. 15 Wash Hands and Use Bathroom Unit 6, Pg. 79 Bath Time Unit 7, Pg. 174 Taking Care of My Teeth Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth! Unit 7, Pg. 243 What Should I Wear?
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"> Book: The Germs Avoid Germs and Prevent Illness Germs <p>Engagement:</p> <ul style="list-style-type: none"> Hand Washing Rebus Germ Photos 	<ul style="list-style-type: none"> Unit 1, Pg. 11 Hand Washing and Snack Unit 1, Pg. 15 Wash Hands and Use Bathroom Unit 6, Pg. 54 Germs Unit 6, Pg. 76 Germs Make People Sick Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CH.P.2.2 Develop self-management skills and personal hygiene skills to promote healthy habit <i>continued.</i>		
c. Understand that personal hygiene is an important step in the prevention of disease and illness.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Germ Photos 	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing and Snack • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 6, Pg. 54 Germs • Unit 6, Pg. 76 Germs Make People Sick • Unit 6, Pg. 87 Wash Your Hands with Soap (and the ABCs!)
Preschool, Standard 3. Social and Emotional Wellness		
CH.P.3.1 Children develop healthy relationships and interactions with adults and peers.		
a. Communicate with familiar adults and accept or request guidance.	<ul style="list-style-type: none"> • Lost and Found • Lost Dinosaur • Squirrel’s Blocks 	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 375 Trusted Adults
b. Cooperate with others.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket 	<ul style="list-style-type: none"> • Unit 4, Pg. 84 Working Together • Unit 7, Pg. 249 Friendship
c. Develop friendships with peers.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket <p>Engagement:</p> <ul style="list-style-type: none"> • Friends Pictures • How to Listen Like a Friend • This Belongs to a Friend 	<ul style="list-style-type: none"> • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 7, Pg. 249 Friendship
d. Establish secure relationships with adults.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 3, Pg. 375 Trusted Adults
e. Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.	<ul style="list-style-type: none"> • Soup’s On! • Boo Hoo Baby • Find Me! • Musical Mayhem <p>Engagement:</p> <ul style="list-style-type: none"> • Garbage Elves • Classroom Helpers • All the Way Done 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 13 We’re All Happy • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You? • Unit 6, Pg. 107 How to Solve a Problem

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CH.P.3.1 Children develop healthy relationships and interactions with adults and peers <i>continued</i>.		
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.	<ul style="list-style-type: none"> Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
g. Recognize and label others' emotions.	<ul style="list-style-type: none"> Boo Hoo Baby Baby's Ball <p>Engagement:</p> <ul style="list-style-type: none"> Emotion Cards Feelings Poster Guess How I'm Feeling 	<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 13 We're All Happy
h. Express empathy and sympathy to peers.	<ul style="list-style-type: none"> Boo Hoo Baby Baby's Ball Musical Mayhem 	<ul style="list-style-type: none"> Unit 2, Pg. 188 Full Buckets Unit 2, Pg. 202 Kind Kids Unit 5, Pg. 197 Good Friends Activity: I'm a Helper Unit 5, Pg. 218 Journal Prompt: I Helped When... Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend Unit 5, Pg. 238 Friends Use Kind Words
i. Recognize how actions affect others and accept consequences of one's action.	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Broken Lamp Baby's Ball <p>Engagement:</p> <ul style="list-style-type: none"> Consequences Cards What Would You Do? 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully Unit 7, Pg. 184 Consequence Game Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
CH.P.3.2 Children develop self-concept and self-efficacy skills.		
a. Identify personal characteristics, preferences, thoughts and feelings.	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes; Mine; José Three My Name is Squirrel Clubhouse Squirrel's Sketches Soup's On! My Family Lost and Found 	<ul style="list-style-type: none"> Unit 1, Pg. 18 Afternoon Centers Unit 1, Pg. 149 I Am, I Can Unit 5, Pg. 188 Insect Walking Sounds Unit 7, Pg. 212 It's Different, But It's Good!

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CH.P.3.2 Children develop self-concept and self-efficacy skills <i>continued</i>.		
b. Demonstrate age-appropriate independence in a range of activities, routines and tasks.	<ul style="list-style-type: none"> • Perfect Present • Clubhouse • Squirrel’s Sketches <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • Rock-a-Bye, Baby Lullaby • Guess My Rule 	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 3, Pg. 339 Emergency! • Unit 6, Pg. 117 Digital Safety
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"> • Perfect Present • Squirrel’s Sketches <p>Engagement:</p> <ul style="list-style-type: none"> • Garbage Elves • Classroom Helpers • All the Way Done 	<ul style="list-style-type: none"> • Unit 1, Pg. 80 Pairs • Unit 1, Pg. 134 Texture Sort • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 4, Pg. 112 I Can Book • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 243 What Should I Wear?
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.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 SmartStart Orientation
CH.P.3.3 Children develop self-regulation skills.		
a. Recognize and label emotions.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It’s Not Fair! • Do I Have To? • Boo Hoo Baby <p>Engagement:</p> <ul style="list-style-type: none"> • Emotion Cards • Lots of Feelings • Guess How I’m Feeling 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 13 We’re All Happy
b. Handle impulses and behavior with minimal direction.	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CH.P.3.3 Children develop self-regulation skills <i>continued</i>.		
c. Follow simple rules, routines and directions.	<p>Engagement:</p> <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules 	<ul style="list-style-type: none"> • Introduction, Pg. 10 Computer Center; Pg. 13 Reading Center • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 39 Quiet Time • Unit 5, Pg. 230 Dramatic Play: Library
d. Shift attention between tasks and move through transitions with minimal direction from adults.	<p>• Soup’s On!</p> <p>Engagement:</p> <ul style="list-style-type: none"> • Garbage Elves • Classroom Helpers • All the Way Done 	<ul style="list-style-type: none"> • Unit 1, Pg. 7 Schedule • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 24 Schedule • Unit 1, Pg. 36 Schedule; Jump Up and Down Transition • Unit 1, Pg. 59 Cleanup and Review
e. Attend to free play activities for longer periods of time.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.	<ul style="list-style-type: none"> • Center Activities • Unit 1, Pg. 88 Let’s Play
CH.P.3.4 Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors.		
a. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	<ul style="list-style-type: none"> • Soup’s On! • Find Me! • My Family • Lost and Found • It’s Not Fair • Do I Have To? • Clubhouse • Marmot’s Basket <p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Emotion Cards 	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Chrysanthemum Discussion • Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling • Unit 4, Pg. 26 Journal Prompt: I Feel...
b. Refrain from disruptive behavior, aggressive, angry, or defiant behaviors.	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Introduction, Pg. 16 Private Place • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 80 Waiting Game • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CH.P.3.4 Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors <i>continued.</i>		
c. Adapt to new environments with appropriate emotions and behaviors.	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 22 Arrival and Toy Time • Unit 1, Pg. 33 Reflection and Dismissal
Preschool, Standard 4. Prevention and Risk Management		
CH.P.4.1 Identify ways to be safe while at play.		
a. State how to be a safe walking across the street.	Engagement: <ul style="list-style-type: none"> • Community Helpers 	<ul style="list-style-type: none"> • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
b. Follow basic health and safety rules inside and outside the classroom.	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety Engagement: <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids • Life Jackets and Floaties 	<ul style="list-style-type: none"> • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 3, Pg. 339 Emergency! • Unit 6, Pg. 117 Digital Safety
c. Communicate to a parent or trusted adult if something is not safe.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 3, Pg. 375 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I’m in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
CH.P.4.1 Identify ways to be safe while at play <i>continued</i>.		
d. Communicate and understand the importance of health and safety routines and rules.	<ul style="list-style-type: none"> Songs: Storms; Sun Blues Book: The Germs Avoid Germs and Prevent Illness Germs Lightning Safety <p>Engagement:</p> <ul style="list-style-type: none"> Hand Washing Rebus Emergency Preparedness for Kids Fire Safety Activities for Kids Life Jackets and Floaties 	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 1, Pg. 14 School Field Trip
CH.P.4.2 Identify the importance of respecting the personal space and boundaries of self and others.		
a. Begin to understand the importance of personal space.	<p>Engagement:</p> <ul style="list-style-type: none"> Personal Space Circle 	<ul style="list-style-type: none"> Unit 2, Pg. 169 Personal Space Circle
b. Explain the importance of personal space in the classroom and around others.	<p>Engagement:</p> <ul style="list-style-type: none"> Personal Space Circle 	<ul style="list-style-type: none"> Unit 2, Pg. 169 Personal Space Circle
c. Explain that each person has the right to tell others not to touch his or her body.	<p>Engagement:</p> <ul style="list-style-type: none"> Personal Space Circle 	<ul style="list-style-type: none"> Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body
d. Identify "appropriate" and "inappropriate" touches.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body
e. Identify characteristics of a trusted adult.	<p>Engagement:</p> <ul style="list-style-type: none"> Community Helpers 	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults
f. Seek out a parent or trusted adult for support in resolving an unwanted action or feeling they have experienced.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults

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DANCE		
Preschool, Standard 1. Movement, Technique, and Performance		
DA.P.1.1 Demonstrate simple phrases of movement safely.		
a. Move safely in personal and general space.	<ul style="list-style-type: none"> Song: Head, Shoulders, Knees, and Toes Book: Movin' to the Music Time Baby's Ballet 	<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 5, Pg. 233 Slide Like a Snail Unit 7, Pg. 187 Pathways In Space
b. Demonstrate focus and concentration while moving.	<ul style="list-style-type: none"> Song: Head, Shoulders, Knees, and Toes Book: Movin' to the Music Time Baby's Ballet 	<ul style="list-style-type: none"> Unit 1, Pg. 143 Builders and Bulldozers Unit 2, Pg. 169 Personal Space Circle
Preschool, Standard 2. Create, Compose, and Choreograph		
DA.P.2.1 Explore simple ideas and stories through movement.		
a. Create movements in response to sensory ideas (textures, colors, smells, and images).	<ul style="list-style-type: none"> Songs: I Am Part of All I See; Five Senses <p>Engagement:</p> <ul style="list-style-type: none"> Invertebrate Action Cards Perching Bird 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 4, Pg. 27 Mammal Rhythm Unit 4, Pg. 117 Giraffes Can Dance! Unit 5, Pg. 183 Flight of the Bumblebee Unit 5, Pg. 188 Insect Walking Sounds Unit 5, Pg. 233 Slide Like a Snail
b. Develop simple movements based on a mood or feeling.	<ul style="list-style-type: none"> Book: Movin' to the Music Time 	<ul style="list-style-type: none"> Dance and Movement Activities Unit 2, Pg. 175 Dancing with Props
c. Explore movement while moving with objects (scarves, feathers, balls).	<ul style="list-style-type: none"> Book: Movin' to the Music Time 	<ul style="list-style-type: none"> Unit 2, Pg. 175 Dancing with Props Unit 3, Pg. 283 High and Low Unit 7, Pg. 187 Pathways in Space
d. Transfer same movements to different body parts and use repetition.	<ul style="list-style-type: none"> Book: Movin' to the Music Time 	<ul style="list-style-type: none"> Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 251 Body Moves Unit 3, Pg. 283 High and Low Unit 3, Pg. 365 Animal Beat Unit 5, Pg. 151 Dinosaur Stomp
e. Improvise movements that can start and stop on cue.		<ul style="list-style-type: none"> Unit 1, Pg. 36 Jump Up and Down Transition Unit 1, Pg. 143 Builders and Bulldozers Unit 7, Pg. 178 Fox In a Box
f. Demonstrate contrasting ideas.	<ul style="list-style-type: none"> Book: Movin' to the Music Time 	<ul style="list-style-type: none"> Dance and Movement Activities Unit 1, Pg. 120 Listen to the Beat Unit 2, Pg. 175 Dancing with Props Unit 3, Pg. 283 High and Low

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Preschool, Standard 3. Historical and Cultural Context		
DA.P.3.1 Begin to recognize ways in which dance represents different eras and cultures.		
a. Explore how dance can be used to commemorate special occasions across various cultures.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves
b. Experience dances from other time periods.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time 	<ul style="list-style-type: none"> • Unit 2, Pg. 233 Mambo Moves
Preschool, Standard 4. Reflect, Connect, and Respond		
DA.P.4.1 Describe dance using basic movement vocabulary.		
a. Identify different dance movements.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities
b. Describe a movement or dance with emerging vocabulary (e.g., body parts, verbs, adjectives, metaphors, imagery).	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Dance and Movement Activities
DRAMA AND THEATRE ARTS		
Preschool, Standard 1. Create		
DT.P.1.1 Generate and conceptualize artistic ideas and work.		
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"> • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • This Belongs to a Friend • Guess How I'm Feeling • Role Play 	<ul style="list-style-type: none"> • Drama and Storytelling Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
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"> • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • This Belongs to a Friend • Guess How I'm Feeling • Role Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DT.P.1.2 Organize and develop artistic ideas and work.		
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"> • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • This Belongs to a Friend • Guess How I’m Feeling • Role Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center
DT.P.1.3 Connect artistic ideas to personal experience and varied perspectives.		
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).	<ul style="list-style-type: none"> • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • This Belongs to a Friend • Guess How I’m Feeling • Role Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
DT.P.1.4 Refine towards completion of artistic work.		
a. With prompting and support, expand characters and environments in dramatic play or guided drama experience (e.g., process drama, story drama, creative drama).	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • This Belongs to a Friend • Guess How I’m Feeling • Role Play 	<ul style="list-style-type: none"> • Dramatic Play Activities
Preschool, Standard 2. Perform		
DT.P.2.1 Select, analyze, and interpret artistic work for presentation.		
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).	<ul style="list-style-type: none"> • Papa’s Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • This Belongs to a Friend • Guess How I’m Feeling • Role Play 	<ul style="list-style-type: none"> • Unit 1, Pg. 33 Dramatic Play: Bunny Cakes • Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
DT.P.2.2 Develop and refine artistic techniques, choices and work for presentation.		
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).	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • Role Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
b. With prompting and support, interact with various items to create an environment for a story.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • I Love My Hat • What Would You Do? 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
DT.P.2.3 Connect artistic work with audience, community, and ensemble.		
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).	<ul style="list-style-type: none"> • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • This Belongs to a Friend • Guess How I’m Feeling • Role Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
DT.P.2.4 Convey meaning through the presentation of artistic work.		
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"> • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Please and Thank You • What Would You Do? • This Belongs to a Friend • Guess How I’m Feeling • Role Play 	<ul style="list-style-type: none"> • Dramatic Play Activities • Introduction, Pg. 11 Dramatic Play Center • Unit 7, Pg. 208 Program Rehearsal • Unit 7, Pg. 215 Chicka Chicka Boom Boom Program

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Preschool, Standard 3. Critically Respond		
DT.P.3.1 Perceive and analyze artistic work.		
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"> Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> What Would You Do? Role Play 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 6, Pg. 89 Storytelling Festival Unit 7, Pg. 208 Program Rehearsal Unit 7, Pg. 215 Chicka Chicka Boom Boom Program
DT.P.3.2 Interpret intent and meaning in artistic work.		
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"> Papa's Play Pretend Play 	<ul style="list-style-type: none"> Unit 6, Pg. 89 Storytelling Festival Unit 6, Pg. 90 Thank You Notes for the Storytellers Unit 7, Pg. 216 Chicka Chicka Boom Boom Program Unit 7, Pg. 216 Digital Program
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"> Describe Characters 	<ul style="list-style-type: none"> Unit 7, Pg. 216 Chicka Chicka Boom Boom Program Unit 7, Pg. 216 Digital Program
DT.P.3.3 Connect artistic experiences to our world; past, present, and future.		
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"> 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 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 6, Pg. 89 Storytelling Festival Unit 7, Pg. 215 Chicka Chicka Boom Boom Program Unit 7, Pg. 216 Digital Program
DT.P.3.4 Apply criteria to evaluate artistic work.		
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"> Papa's Play Pretend Play 	<ul style="list-style-type: none"> Dramatic Play Activities Unit 7, Pg. 146 Artist's Statement Unit 7, Pg. 154 Gallery Talk

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS		
Preschool, Standard 1. Number and Quantity		
MA.P.CC.A. Counting & Cardinality: Know number names and the count sequence.		
1. Count verbally or sign to at least 20 by ones.	<ul style="list-style-type: none"> Counting Songs Number Instruction Number Practice Bug Bits 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 45 Counting and Attendance Unit 5, Pg. 200 Counting in a Circle
MA.P.CC.B. Counting & Cardinality: Recognize the number of objects in a small set.		
2. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.	<ul style="list-style-type: none"> Moving Target (Dots) Match Numbers Make and Count Groups 	<ul style="list-style-type: none"> Unit 1, Pg. 40 Math: Same Two Unit 1, Pg. 150 Arrange and Count 4 Unit 2, Pg. 170 Mad Dash Number Match Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 218 Group Five Pets Unit 7, Pg. 247 How Many Are Hiding?
MA.P.CC.C. Counting & Cardinality: Understand the relationship between numbers and quantities.		
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"> Make and Count Groups One-to-one Correspondence Order Numbers Bug Bits Match Numbers Number Instruction Number Counting 	<ul style="list-style-type: none"> Introduce and Count Number Activities Unit 1, Pg. 45 Counting and Attendance Unit 3, Pg. 271 What Comes Next? Unit 5, Pg. 160 Counting On Unit 5, Pg. 200 Counting in a Circle Unit 6, Pg. 19 Quantities to 9
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"> Make and Count Groups One-to-one Correspondence Order Numbers Bug Bits Match Numbers Number Instruction Number Counting 	<ul style="list-style-type: none"> Unit 1, Pg. 5 Attendance Unit 2, Pg. 261 Make One More Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner Unit 5, Pg. 147 Decomposing 7 Unit 5, Pg. 171 Quantities to 7 Unit 5, Pg. 180 Arrange and Count 7 Unit 5, Pg. 200 Counting in a Circle

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MA.P.CC.C. Counting & Cardinality: Understand the relationship between numbers and quantities <i>continued</i>.		
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"> • Make and Count Groups • One-to-one Correspondence • Bug Bits • Match Numbers • Number Instruction • Number Counting 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Counting and Attendance • Unit 5, Pg. 171 Quantities to 7 • Unit 5, Pg. 180 Arrange and Count 7 • Unit 5, Pg. 200 Counting in a Circle
6. Understand that each successive number name refers to a quantity that is one larger.	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Bug Bits • Match Numbers • Number Instruction • Number Counting 	<ul style="list-style-type: none"> • Unit 1, Pg. 45 Counting and Attendance • Unit 2, Pg. 252 Find One More • Unit 2, Pg. 261 Make One More
MA.P.CC.D. Counting & Cardinality: Compare numbers.		
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"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Make and Count Groups 	<ul style="list-style-type: none"> • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 6, Pg. 105 Quantities to 10 • Unit 6, Pg. 121 Problem Solving: Fair Division
8. Identify and use numbers related to order or position from first to fifth.	<ul style="list-style-type: none"> • Song: Ordinals • Book: The Circus Came to Town • Order 	<ul style="list-style-type: none"> • Introduce and Count Number Activities • Unit 3, Pg. 271 What Comes Next?
MA.P.CC.E. Counting & Cardinality: Associate a quantity with written numerals up to 5 and begin to write numbers.		
9. Associate a number of objects with a written numeral 0-5.	<ul style="list-style-type: none"> • 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 • Number Instruction • Number Practice 	<ul style="list-style-type: none"> • Read and Write Number Activities • Introduction, Pg. 12 Math Center • Unit 4, Pg. 102 Read and Write 6 • Unit 5, Pg. 248 Read and Write 9
10. Recognize and, with support, write some numerals up to 10	<ul style="list-style-type: none"> • 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 • Number Instruction • Number Practice 	<ul style="list-style-type: none"> • Read and Write Number Activities • Introduction, Pg. 12 Math Center

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Preschool, Standard 2. Algebra and Functions		
MA.P.OA.A. Operations & Algebraic Thinking: Understand addition as adding to and understand subtraction as taking away from.		
1. Represent addition and subtraction in different ways, such as with fingers, objects, and drawings.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 252 Find One More • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
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"> • Songs: Pirates Can Add; On the Bayou; Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction 	<ul style="list-style-type: none"> • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 252 Find One More • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 229 Build One Less • Unit 7, Pg. 247 How Many Are Hiding?
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"> • Song: Counting On • Count On • Count On by 1 • Counting Songs 	<ul style="list-style-type: none"> • Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 247 How Many Are Hiding?
MA.P.OA.B. Operations & Algebraic Thinking: Understand simple patterns.		
4. Fill in missing elements of simple patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
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"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MA.P.OA.B. Operations & Algebraic Thinking: Understand simple patterns <i>continued</i>.		
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"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC 	<ul style="list-style-type: none"> • Unit 4, Pg. 38 AB Pattern Garden • Unit 4, Pg. 48 ABB Cereal Necklaces • Unit 4, Pg. 59 ABC Patterns
Preschool, Standard 3. Data, Statistics, and Probability		
MA.P.MD.A. Measurement & Data: Measure objects by their various attributes using standard and nonstandard measurement and use differences in attributes to make comparisons.		
1. Use comparative language, such as shortest, heavier, biggest, or later.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small Song • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals 	<ul style="list-style-type: none"> • Unit 3, Pg. 296 We Are All Growing • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight
2. Compare or order up to five objects based on their measurable attributes, such as height or weight.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Size • Order Size 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length • Unit 7, Pg. 142 Weight • Unit 7, Pg. 147 Charting Weight
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"> • Song: Measuring Plants • Length • Capacity 	<ul style="list-style-type: none"> • Unit 6, Pg. 114 Length • Unit 7, Pg. 136 Exploring Length

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Preschool, Standard 4. Geometry		
MA.P.G.A. Geometry: Identify, describe, compare, and compose shapes.		
<p>1. Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners.</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • Space Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt
<p>2. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • Space Shapes • World Shapes 	<ul style="list-style-type: none"> • Unit 3, Pg. 289 Rectangles and Squares • Unit 3, Pg. 299 Triangles • Unit 3, Pg. 320 Circles • Unit 3, Pg. 375 Shape Hunt
<p>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.</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different; All Sorts of Laundry • Books: The Shape of Things; Imagination Shapes; Buttons, Buttons • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • Space Shapes • Sort 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 3, Pg. 310 Make a Triangle • Unit 3, Pg. 332 Circle Party • Unit 4, Pg. 28 Classroom Block Play • Unit 3, Pg. 366 Shapes Mural • Unit 3, Pg. 375 Shape Hunt
<p>4. Compose simple shapes to form larger shapes.</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center; Pg. 12 Math Center • Unit 3, Pg. 350 Friday Story: The Perfect Square • Unit 3, Pg. 366 Shapes Mural

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MA.P.G.B. Geometry: Explore the positions of objects in space.		
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"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
6. Correctly follow directions involving their own position in space, such as “Stand up” and “Move forward.”	<p>Engagement:</p> <ul style="list-style-type: none"> • Position Words • Long Lewie Cards 	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 2, Pg. 260 Bears Above, Below, Next To, On
MUSIC		
Preschool, Standard 1. Expression of Music		
MU.P.1.1 Perform expressively.		
a. Use voices expressively when speaking, chanting, and singing in a variety of modes.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Number Songs (See titles at end of document.) • Sing Around the World Songs • ABC Songs • Mama’s Melody 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Unit 3, Pg. 283 High and Low • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble • Unit 5, Pg. 140 Grumble, Talk, or Screech
b. Perform through multiple modalities a variety of simple songs and singing games alone and with others.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 103 Instrument Chairs • Unit 2, Pg. 233 Mambo Moves • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble • Unit 6, Pg. 59 Rhythm Stick Sounds
c. Use voice and/or instruments to enhance familiar songs or chants, and appropriate children’s literature.	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time 	<ul style="list-style-type: none"> • Unit 3, Pg. 371 Where is Thumbkin: Find the Marble • Unit 5, Pg. 188 Insect Walking Sounds • Unit 6, Pg. 22 Find the Beat • Unit 6, Pg. 59 Rhythm Stick Sounds • Unit 6, Pg. 85 Storytelling With Instruments

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MU.P.1.2 Respond to a variety of rhythmic patterns and elements of music using expressive movement.		
a. Sing, play, or move to a variety of culturally diverse songs and singing games.	<ul style="list-style-type: none"> • Sing Around the World Songs • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Music Activities
b. Demonstrate awareness of changes in music with body percussion or movement.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 2, Pg. 175 Dancing with Props • Unit 5, Pg. 183 Flight of the Bumblebee • Unit 5, Pg. 188 Insect Walking Sounds • Unit 7, Pg. 187 Pathways in Space
MU.P.1.3 Apply teacher feedback to demonstrate appropriate processes when singing, playing, and moving.		
a. Apply teacher feedback for progress of musical practice and experience.		<ul style="list-style-type: none"> • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 3, Pg. 369 Where is Thumbkin: Find the Marble • Unit 6, Pg. 22 Find the Beat • Unit 6, Pg. 85 Storytelling With Instruments
Preschool, Standard 2. Creation of Music		
MU.P.2.1 Improvise movement and sound responses to music.		
a. Improvise sound effects to accompany activities	<ul style="list-style-type: none"> • Book: Movin' to the Music Time 	<ul style="list-style-type: none"> • Introduction, Pg. 11 Dramatic Play Center • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 6, Pg. 22 Find the Beat • Unit 6, Pg. 59 Rhythm Stick Sounds
b. Use improvised movement to demonstrate musical awareness	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet 	<ul style="list-style-type: none"> • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 2, Pg. 233 Mambo Moves • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space
Preschool, Standard 3. Theory of Music		
MU.P.3.1 Describe and respond to musical elements.		
a. Respond to rhythm using student choice of demonstration.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 3, Pg. 365 Animal Beat • Unit 4, Pg. 27 Mammal Rhythm • Unit 6, Pg. 59 Rhythm Stick Sounds
b. Respond to pitch using student choice of demonstration.	<ul style="list-style-type: none"> • Mama's Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 117 Jar Symphony • Unit 3, Pg. 283 High and Low • Unit 5, Pg. 140 Grumble, Talk, or Screech

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MU.P.3.1 Describe and respond to musical elements <i>continued</i>.		
c. Respond to dynamics using student choice of demonstration.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 3, Pg. 369 Where is Thumbkin: Find the Marble • Unit 5, Pg. 183 Flight of the Bumblebee • Unit 5, Pg. 188 Insect Walking Sounds
d. Respond to structure using student choice of demonstration.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation • Unit 6, Pg. 18 Hi! Notes • Unit 6, Pg. 53 Floating Robots • Unit 7, Pg. 187 Pathways in Space
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.	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 2, Pg. 233 Mambo Moves • Unit 3, Pg. 283 High and Low • Unit 6, Pg. 53 Floating Robots
MU.P.3.2 Recognize a wide variety of sounds and sound sources.		
a. Use personal communication to describe sources of sound.	<ul style="list-style-type: none"> • Animal Sounds • What Do You Hear? 	<ul style="list-style-type: none"> • Unit 1, Pg. 104 Mr. Brown Can Moo! Can You • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 117 Jar Symphony • Unit 1, Pg. 118 Sound Order
b. Respond to dynamics and tempo using student choice of demonstration.	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Mama’s Melody 	<ul style="list-style-type: none"> • Unit 1, Pg. 98 Dramatic Play Music Shop • Unit 1, Pg. 120 Listen to the Beat • Unit 2, Pg. 175 Dancing with Props • Unit 3, Pg. 369 Where is Thumbkin: Find the Marble • Unit 5, Pg. 183 Flight of the Bumblebee • Unit 5, Pg. 188 Insect Walking Sounds

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

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

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

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

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
PE.P.4.1 Understand basic safety rules and principles <i>continued</i>.		
<p>c. Communicate an understanding of the importance of health and safety routines and rules.</p>	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety <p>Engagement:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids 	<ul style="list-style-type: none"> • Unit 3, Pg. 336 Tuesday Story: Call For Help • Unit 3, Pg. 339 Emergency! • Unit 3, Pg. 375 Trusted Adults • Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body • Unit 6, Pg. 117 Digital Safety • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments
READING, WRITING, AND COMMUNICATING		
Preschool, Standard 1. Oral Expression and Listening		
RW.P.1.1 Children comprehend and understand the English language (Receptive Language).		
<p>a. Attend to language during conversations, songs, stories or other learning experiences.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers
<p>b. Comprehend increasingly complex and varied vocabulary.</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game
<p>c. Follow two- to three-step directions.</p>	<p>While interacting with Waterford, children listen to and follow multi-step directions.</p>	<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 10 Introduction to Centers • Unit 1, Pg. 11 Cleanup and Center Review • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 20 Reflection and Dismissal • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
RW.P.1.2 Children use language to convey thoughts and feelings (Expressive Language).		
<p>a. Participate in conversations of more than three exchanges with peers and adults.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 214 Set the Table, Please • Unit 6, Pg. 75 Grown-up Manners

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RW.P.1.2 Children use language to convey thoughts and feelings (Expressive Language) <i>continued.</i>		
b. Use language to express ideas and needs.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Lost Dinosaur • Find Me! • Perfect Present • Clubhouse • Marmot's Basket • Musical Mayhem 	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It.
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.	<ul style="list-style-type: none"> • Unit 2, Pg. 221 Over, Under, Through • Unit 5, Pg. 141 Language: Sentence Board Game
d. Understand the difference between a question and a statement.	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences
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.	<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game
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.	<ul style="list-style-type: none"> • Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 5, Pg. 141 Language: Sentence Board Game
Preschool, Standard 2. Reading for All Purposes		
RW.P.2.1 Children understand and obtain meaning from stories and information from books and other texts.		
a. Show interest in shared reading experiences and looking at books independently.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RW.P.2.1 Children understand and obtain meaning from stories and information from books and other texts <i>continued</i>.		
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"> • Print Concepts 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 23 Morning Message • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 37 Print Knowledge: Books
c. Ask and answer questions and make comments about print materials.	<ul style="list-style-type: none"> • Print Concepts 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message • Unit 1, Pg. 82 Letters Make Words
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"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Story Time Activities • Introduction, Pg. 13 Reading Center
e. Begin to identify key features of reality versus fantasy in stories, pictures, and events.	<ul style="list-style-type: none"> • Distinguish between Fantasy and Reality 	<ul style="list-style-type: none"> • Dramatic Play Activities
f. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order 	<ul style="list-style-type: none"> • Story Time Activities • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
g. Make predictions based on illustrations.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Peek at the Story • What Comes Next? 	<ul style="list-style-type: none"> • Story Time Activities • Unit 1, Pg. 83 Pat-a-cake: Dough Time
h. Begin to identify key features of reality versus fantasy in stories, pictures, and events.	<ul style="list-style-type: none"> • Distinguish between Fantasy and Reality 	<ul style="list-style-type: none"> • Dramatic Play Activities

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RW.P.2.2 Phonological awareness is the building block for understanding language.		
a. Identify and discriminate between words in language.	<ul style="list-style-type: none"> • Rhyme • Initial Sound • Right Initial Sound • Blend Phonemes • Blend Onset/Rime Sounds • Blend Every Sound (Phonemes) • Phoneme Eliminator 	<ul style="list-style-type: none"> • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 4, Pg. 12 One, Two, Buckle My Shoe: Compound Words • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter sound /ă/
b. Identify and discriminate between separate syllables in words.	<ul style="list-style-type: none"> • Syllables • Syllable Safari 	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Name Syllable • Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /ě/ • Unit 5, Pg. 144 Listening Activity: Elephant Syllables • Unit 5, Pg. 156 Listening Activity: Fishy Syllables • Unit 5, Pg. 166 Listening Activity: Fast Syllables • Unit 5, Pg. 176 Listening Activity: Grasshopper Syllables • Unit 5, Pg. 202 Circus Syllables
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"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? • Rhyming Words • Rhyme 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/) • Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/ • Unit 7, Pg. 214 Listening Activity: I Spy Blending Phonemes
d. Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • One Doesn't Rhyme • Word Patterns • Initial Sound • Final Sound 	<ul style="list-style-type: none"> • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 7, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/

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

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
RW.P.2.4 The names and sounds associated with letters makes up alphabetic knowledge <i>continued.</i>		
<p>b. Recognize that letters of the alphabet have distinct sound(s) associated with them.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound / / • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/
<p>c. Attend to the beginning letters and sounds in familiar words.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Where is the Sound? 	<ul style="list-style-type: none"> • Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds • Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ • Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)
<p>d. Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name.</p>	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound • Name Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnets • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/ • Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Preschool, Standard 3. Writing and Composition		
RW.P.3.1 Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.		
a. Experiment with writing tools and materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 56 Writing Capital Letter A
b. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message • Unit 1, Pg. 82 Letters Make Words
c. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Unit 1, Pg. 8 Morning Message • Unit 1, Pg. 35 Morning Message
d. Copy, trace, or independently write letters or words.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace 	<ul style="list-style-type: none"> • Journal Activities • Introduction, Pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions
Preschool, Standard 4. Research Inquiry and Design		
RW.P.4.1 Begin research by asking a question to identify and define a problem and its possible solutions.		
a. Differentiate between questions and statements	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Sentence Marks 	<ul style="list-style-type: none"> • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 5, Pg. 141 Language: Sentence Board Game
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"> • Build Knowledge • Informational Books (See titles at end of document.) 	<ul style="list-style-type: none"> • Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver • Unit 6, Pg. 121 Problem Solving: Fair Division

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

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.P.1.1 Recognize that physical properties of objects and/or materials help us understand the world <i>continued</i>.		
<p>d. Observe, describe, and discuss living things and natural processes.</p>	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates; Birds; Plants Are Growing; Fish; Plant or Animal; Food From Plants; I Am Part of All I See • 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 • Science Investigation • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 296 We Are All Growing
SC.P.1.2 Recognize there are cause - and - effect relationships related to matter and energy.		
<p>a. Recognize and investigate cause - and - effect relationships in everyday experiences (pushing, pulling, kicking, rolling or blowing objects).</p>	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Introduction, Pg. 9 Block Center • Unit 4, Pg. 19 Stack, Slide, Roll
<p>b. Notice change in matter.</p>	<ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • States of Matter 	<ul style="list-style-type: none"> • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2
<p>c. Observe, describe and discuss properties of materials and transformation of substances.</p>	<ul style="list-style-type: none"> • Materials • States of Matter 	<ul style="list-style-type: none"> • Unit 3, Pg. 335 Exploring Water • Unit 3, Pg. 340 The Water Cycle: Part 1 • Unit 3, Pg. 344 The Water Cycle: Part 2

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.P.1.2 Recognize there are cause - and - effect relationships related to matter and energy <i>continued</i>.		
d. Seek answers to questions and test predictions using simple experiments.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation 	<ul style="list-style-type: none"> • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
Preschool, Standard 2. Life Science		
SC.P.2.1 Recognize that living things have unique characteristics and basic needs that can be observed and studied.		
a. Observe, describe and discuss living things.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: A Seed Grows; Mela's Water Pot • Science Investigation • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal 	<ul style="list-style-type: none"> • Unit 2, Pg. 223 Living and Nonliving • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 296 We Are All Growing
b. Observe similarities and differences in the needs of living things.	<ul style="list-style-type: none"> • Books: A Seed Grows; Mela's Water Pot • Plants Need Water • Animals Need Water • Plants and Animals Need Air • Healthy Plants' Needs 	<ul style="list-style-type: none"> • Unit 2, Pg. 248 Plant or Animal • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?

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

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.P.2.2 Recognize that living things develop in predictable patterns <i>continued</i>.		
<p>c. Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.</p>	<ul style="list-style-type: none"> • Book: A Seed Grows • Observe a Simple System <p>Engagement:</p> <ul style="list-style-type: none"> • Amphibians • Metamorphosis 	<ul style="list-style-type: none"> • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
<p>d. Recognize that plants and animals grow and change.</p>	<ul style="list-style-type: none"> • Books: Watch the Woolly Worm; A Seed Grows • Observe a Simple System • Amphibians • Plants <p>Engagement:</p> <ul style="list-style-type: none"> • Which Ones Will Grow? • Metamorphosis 	<ul style="list-style-type: none"> • Unit 2, Pg. 231 Do You Know Which Ones Will Grow? Chart • Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 296 We Are All Growing • Unit 3, Pg. 306 How Do Plants Drink? • Unit 4, Pg. 24 What Makes a Mammal? • Unit 4, Pg. 44 What Makes a Bird? • Unit 4, Pg. 76 What Makes a Fish? • Unit 4, Pg. 108 What Makes an Amphibian? • Unit 5, Pg. 142 What Makes a Reptile?
Preschool, Standard 3. Earth and Space Science		
SC.P.3.1 The acquisition of concepts and facts related to the Earth materials and their uses.		
<p>a. Use senses and tools, including technology, to investigate materials, and observe processes and relationships to gather information and explore the environment.</p>	<ul style="list-style-type: none"> • Song: Five Senses • Sight • Taste • Smell • Touch • Hearing • Science Tools • Weather Tools • Observe a Simple System 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 6, Pg. 18 Listening To My Body • Unit 6, Pg. 24 Fingerprints: Same or Different? • Unit 7, Pg. 244 Weather Report
<p>b. Inquire about the natural and physical environment.</p>	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Where in the World Would You Go Today? • Science Investigation • Mountains • Deserts • Oceans • Rainforests 	<ul style="list-style-type: none"> • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 316 Plant Parts • Unit 3, Pg. 363 Seed Investigation • Unit 5, Pg. 175 Ant Farm Extension

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.P.3.1 The acquisition of concepts and facts related to the Earth materials and their uses <i>continued</i>.		
c. Observe and discuss common properties, differences and comparisons among objects.	<ul style="list-style-type: none"> Song: Same and Different Let's Compare Comparatives Solid, Liquid, Gas 	<ul style="list-style-type: none"> Unit 1, Pg. 84 What Do You See? Unit 1, Pg. 107 Sound Box Match Up Unit 4, Pg. 18 Bone Exploration Unit 6, Pg. 24 Fingerprints: Same or Different?
d. Participate in simple investigations to form hypothesis, gather observations, draw conclusions.	<ul style="list-style-type: none"> Song: The Scientific Method Science Tools Science Investigation 	<ul style="list-style-type: none"> Unit 1, Pg. 50 Follow the Apples Investigation Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 3, Pg. 306 How Do Plants Drink? Unit 3, Pg. 363 Seed Investigation
e. Record observations using words, drawings, maps, graphs and charts.	<ul style="list-style-type: none"> Songs: Graphing Graphs Calendar/Graph Weather 	<ul style="list-style-type: none"> Unit 3, Pg. 306 How Do Plants Drink? Unit 3, Pg. 363 Seed Investigation Unit 7, Pg. 244 Weather Report Unit 5, Pg. 175 Ant Farm Extension
SC.P.3.2 The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.		
a. Predict, explain and infer patterns based on observations and evidence.	<ul style="list-style-type: none"> Book: That's What I Like: A Book About Seasons Spring Summer Fall Winter 	<ul style="list-style-type: none"> Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 3, Pg. 279 Shadow Theater Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 7, Pg. 244 Weather Report Unit 7, Pg. 233 Precipitation
b. Articulate findings through a variety of modalities (e.g., drawings, words, dramatizations).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Unit 3, Pg. 306 How Do Plants Drink? Unit 3, Pg. 316 Plant Parts Unit 3, Pg. 363 Seed Investigation Unit 4, Pg. 24 What Makes a Mammal? Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey Unit 5, Pg. 175 Ant Farm Extension
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"> Songs: Sun Blues; The Moon; Precipitation Books: Moon Song; Whatever the Weather Sun Moon Weather 	<ul style="list-style-type: none"> Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 3, Pg. 279 Shadow Theater Unit 3, Pg. 284 Sunlight and Temperature Investigation Unit 7, Pg. 233 Precipitation Unit 7, Pg. 244 Weather Report
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"> Songs: Plants are Growing; Measuring Plants Book: Everybody Needs to Eat 	<ul style="list-style-type: none"> Unit 3, Pg. 363 Seed Investigation Unit 4, Pg. 118 Raising Tadpoles

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SOCIAL STUDIES		
Preschool, Standard 1. History		
SS.P.1.1 Recognize change and sequence over time.		
a. Begin to understand concepts of past, present, and future.	<ul style="list-style-type: none"> Song: It Happened Yesterday Books: The Watermelon Seed; José Three; I Can't Wait Today Yesterday/Tomorrow 	<ul style="list-style-type: none"> Unit 1, Pg. 20 Reflection and Dismissal Unit 1, Pg. 35 Calendar Unit 1, Pg. 45 Calendar: Yesterday and Today Unit 1, Pg. 55 Schedule
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"> Sing Around the World Songs Books: José Three; Mine; The Piñata Book Do I Have To? 	<ul style="list-style-type: none"> Unit 3, Pg. 270 Grandma's House Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 3, Pg. 296 We Are All Growing
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"> 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 	<ul style="list-style-type: none"> Calendar Activities Unit 1, Pg. 55 Schedule Unit 7, Pg. 225 Good Friends Activity: I Am Ready for Kindergarten
Preschool, Standard 2. Geography		
SS.P.2.1 Develop spatial understanding, perspectives, and connections to the world		
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"> Songs: I Am Part of All I See; Water Books: Your Backyard; Creepy Crawlers; Garden Visitors 	<ul style="list-style-type: none"> Unit 2, Pg. 225 Where We Are Unit 4, Pg. 28 Classroom Block Play
b. Develop an awareness of their own home, classroom, school, neighborhood, and community.	<p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City with Your Children 	<ul style="list-style-type: none"> Unit 1, Pg. 14 School Field Trip Unit 2, Pg. 225 Where We Are Unit 5, Pg. 246 Good Friends Activity: Library Field Trip
c. Develop an awareness of basic, developmentally appropriate spatial concepts such as near and far.	<ul style="list-style-type: none"> Book: Where in the World Would You Go Today? <p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City with Your Children 	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Preschool, Standard 3. Economics		
SS.P.3.1 Understand that individuals have many wants and must make choices.		
a. Identify choices that individuals can make to get their needs and wants met.	<ul style="list-style-type: none"> Books: Bugs for Sale; Fudge for Sale <p>Engagement:</p> <ul style="list-style-type: none"> Money Classroom Helpers All the Way Done 	<ul style="list-style-type: none"> Unit 3, Pg. 326 We All Have Jobs Unit 4, Pg. 74 It's Okay to Say No Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
b. Explain how individuals earn money and use it to make choices among their various wants.	<ul style="list-style-type: none"> Books: Bugs for Sale; Fudge for Sale; Bad News Shoes <p>Engagement:</p> <ul style="list-style-type: none"> Money Classroom Helpers All the Way Done 	<ul style="list-style-type: none"> Unit 2, Pg. 160 Dramatic Play: Restaurant Unit 3, Pg. 326 We All Have Jobs Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
Preschool, Standard 4. Civics		
SS.P.4.1 Understand one's relationship to the family and community and respect differences in others.		
a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations.	<ul style="list-style-type: none"> Come Inside My Family 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 1, Pg. 4 The Name Song Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 3, Pg. 288 Journals: My Family
b. Understand similarities and respect differences among people of diverse backgrounds within their classroom and community.	<ul style="list-style-type: none"> Sing Around the World Songs Clubhouse Come Inside 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family
c. Identify emotions using age-appropriate vocabulary and correlate cause and effect to those emotions.	<ul style="list-style-type: none"> Lost and Found Baby's Ball Lost Dinosaur Noisy Children Papa's Thumb Squirrel's Blocks 	<ul style="list-style-type: none"> Unit 1, Pg. 88 Chrysanthemum Discussion Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 4, Pg. 26 Journal Prompt: I feel...

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SS.P.4.1 Understand one's relationship to the family and community and respect differences in others <i>continued</i>.		
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.	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.	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 197 Good Friends Activity: I'm a Helper • Unit 5, Pg. 218 Journal Prompt: I Helped When... • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend
e. Understand how similarities and differences can make a family, classroom, and community stronger.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> • Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 14 Picturing My Body
SS.P.4.2 Understand that rules allow groups to work effectively.		
a. Understand how rules in the classroom, home, and community keep us safe.	<ul style="list-style-type: none"> • Lightning Safety <p>Engagement:</p> <ul style="list-style-type: none"> • Good Playing Rules Rebus • Listening Rug Rules Rebus 	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 14 School Field Trip • Unit 1, Pg. 127 Dramatic Play: Construction Site • Unit 3, Pg. 339 Emergency! • Unit 4, Pg. 80 Waiting Game • Unit 5, Pg. 230 Dramatic Play: Library
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.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 88 Journal Prompt: I Took Turns When... • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
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.	<ul style="list-style-type: none"> • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 326 We All Have Jobs • Unit 3, Pg. 330 Dramatic Play: Fire Station

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SS.P.4.2 Understand that rules allow groups to work effectively <i>continued</i>.		
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.	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 4, Pg. 80 Waiting Game • Unit 4, Pg. 88 Journal Prompt: I Took Turns When...
e. Follow classroom routines, rules, and expectations.	Engagement: <ul style="list-style-type: none"> • Good Playing Rules Rebus • Listening Rug Rules Rebus 	<ul style="list-style-type: none"> • Arrival and Toy Time Activities • Reflection and Dismissal Activities • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center
Preschool, Standard 5. Personal Financial Literacy		
SS.P.5.1 Identify money and its purpose.		
a. Recognize coins and currency as money.	<ul style="list-style-type: none"> • Songs: Save Your Pennies; Money • Book: Bugs for Sale • Coin Identification 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
b. Identify how money is obtained (e.g., through work or gifts) and how it is used.	<ul style="list-style-type: none"> • Books: Bugs for Sale; Fudge for Sale 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 3, Pg. 326 We All Have Jobs • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
c. Discuss why we need money.	<ul style="list-style-type: none"> • Books: Bugs for Sale; Fudge for Sale 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 3, Pg. 298 Dramatic Play: Farm • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully
d. Identify different forms of money and their different values.	<ul style="list-style-type: none"> • Song: Save Your Pennies • Coin Identification • Count Quarters, Dimes, Nickels, and Pennies 	<ul style="list-style-type: none"> • Unit 2, Pg. 160 Dramatic Play: Restaurant • Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
VISUAL ARTS		
Preschool, Standard 1. Observe and Learn to Comprehend		
VA.P.1.1 Identify imagery and art in daily surroundings.		
a. Select images in materials such as but not limited to books, cartoons, computer games and environmental print.	<ul style="list-style-type: none"> Words in Your World 	<ul style="list-style-type: none"> Unit 1, Pg. 38 Illustration Investigations
b. Use age-appropriate communication to describe works of art.	<ul style="list-style-type: none"> Songs: Sing Around the World: c—Colors, Colors (Mexico); Sing Around the World: p—The Painted Rooster (Argentina) Squirrel’s Sketches 	<ul style="list-style-type: none"> Unit 2, Pg. 256 Polly’s Tea Unit 3, Pg. 309 Leaf Rubbings Unit 3, Pg. 361 Fire Painting
c. Recognize basic language of art and design in relation to daily surroundings.	<ul style="list-style-type: none"> Songs: Sing Around the World: c—Colors, Colors (Mexico); Sing Around the World: p—The Painted Rooster (Argentina); Squirrel’s Zoo Colors Book: Lizard and the Painted Rock Squirrel’s Sketches 	<ul style="list-style-type: none"> Unit 2, Pg. 256 Polly’s Tea Unit 3, Pg. 309 Leaf Rubbings Unit 3, Pg. 361 Fire Painting Unit 3, Pg. 368 Shades of Paint Unit 6, Pg. 43 Mixing Colors: Planets and Meteorites
Preschool, Standard 2. Envision and Critique to Reflect		
VA.P.2.1 Know that works of art can represent people, places and things.		
a. Explain that works of art communicate ideas and tell stories.	<ul style="list-style-type: none"> Song: Sing Around the World: p—The Painted Rooster (Argentina) Squirrel’s Sketches 	<ul style="list-style-type: none"> Unit 3, Pg. 357 Dramatic Play: Zoo and Animal Sculpture Unit 7, Pg. 139 Painting My Feelings Unit 7, Pg. 146 Artist’s Statement
b. Communicate a story about a work of art.	<ul style="list-style-type: none"> Book: Lizard and the Painted Rock 	<ul style="list-style-type: none"> Unit 7, Pg. 146 Artist’s Statement
c. Discuss one’s own artistic creations and those of others.	<ul style="list-style-type: none"> Squirrel’s Sketches 	<ul style="list-style-type: none"> Unit 7, Pg. 146 Artist’s Statement Unit 7, Pg. 154 Gallery Talk
Preschool, Standard 3. Invent and Discover to Create		
VA.P.3.1 Create works of art based on personal relevance.		
a. Explore the process of creating works of art at one’s own pace that arrive at an individual desired outcome.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> Visual Arts Activities Introduction, Pg. 8 Art Center

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VA.P.3.1 Create works of art based on personal relevance <i>continued</i> .		
b. Use art materials freely, safely and with respect in any environment.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, Pg. 8 Art Center
c. Engage in the process of creating visual narratives from familiar stories and subject matter.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.	<ul style="list-style-type: none"> • Visual Arts Activities • Introduction, Pg. 8 Art Center
Preschool, Standard 4. Relate and Connect to Transfer		
VA.P.4.1. Understand that artists have an important role in communities.		
a. Explain what an artist does and who an artist can be.	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Visual Arts Activities • Unit 7, Pg. 146 Artist’s Statement
b. Identify some of the activities in which artists participate.	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Visual Arts Activities • Unit 7, Pg. 154 Gallery Talk
c. Identify arts materials used by artists.	<ul style="list-style-type: none"> • Songs: Sing Around the World: c—Colors, Colors (Mexico); Sing Around the World: p—The Painted Rooster (Argentina) • Book: Lizard and the Painted Rock • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Visual Arts Activities
WORLD LANGUAGES		
Preschool, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.		
WL.P.1+ Communicate effectively in the target language using gestures, pointing or facial expressions to augment oral language.		
a. Understand and answer a few simple questions on very familiar topics, using practiced or memorized words.	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> • Calendar Activities • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 136 Find Someone Who Has...
b. Express some basic needs using practiced or memorized words.	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> • Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 5, Pg. 173 Asking for Help
c. Express basic preferences or feelings using practiced or memorized words.	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Unit 1, Pg. 18 Afternoon Centers • Unit 1, Pg. 149 I Am, I Can • Unit 2, Pg. 176 Smell Survey • Unit 4, Pg. 26 Journal Prompt: I feel...

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WL.P.1+ Communicate effectively in the target language using gestures, pointing or facial expressions to augment oral language <i>continued</i>.		
d. Identify memorized or familiar words when they are supported by visuals or gestures.	<ul style="list-style-type: none"> Song: I Touch My Nose Like This 	<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 2, Pg. 251 Body Moves
e. Understand memorized or familiar words in conversations, especially when they are supported by visuals or gestures.	<ul style="list-style-type: none"> Songs: I Touch My Nose Like This; Oh Welcome, Sing Around the World: w—Oh Welcome, My Friends (Israel) 	<ul style="list-style-type: none"> Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 2, Pg. 251 Body Moves
f. Introduce self, using practiced or memorized words and phrases, and with the help of visuals.	<ul style="list-style-type: none"> My Family Engagement: Hi! Notes Teaching Children Manners 	<ul style="list-style-type: none"> Unit 1, Pg. 9 Classroom Bear Unit 6, Pg. 12 Hi! Notes
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"> Song: I Touch My Nose Like This 	<ul style="list-style-type: none"> Unit 3, Pg. 326 We All Have Jobs Unit 3, Pg. 328 Dramatic Play: Fire Station Unit 3, Pg. 270 Grandma’s House Unit 5, Pg. 246 Good Friends Activity: Library Field Trip Unit 6, Pg. 69 Dramatic Play: Library Unit 7, Pg. 168 Dramatic Play: Dentist’s Office
Preschool, Standard 2. Cultures/Intercultural Communication: Interact with cultural competence and understanding.		
WL.P.2+ Develop cultural competence and understanding.		
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"> Sing Around the World Songs 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 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 6, Pg. 89 Storytelling Festival
b. Imitate some simple patterns of behavior in familiar settings across cultures.	<ul style="list-style-type: none"> Sing Around the World Songs Soup’s On! Engagement: Learning Routine 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom
c. Use very basic knowledge of cultural practices to accomplish simple, routine tasks.	<ul style="list-style-type: none"> Sing Around the World Songs Soup’s On! Engagement: Learning Routine 	<ul style="list-style-type: none"> Reflection and Dismissal Activities Introduction, Pg. 20 An Inclusive Classroom

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
WL.P.2+ Develop cultural competence and understanding <i>continued</i>.		
d. Identify some products of cultures, especially those related to the children in the classroom and the community.	<ul style="list-style-type: none"> Books: Treasures From the Loom; The Piñata Book; Duc Tho Le's Birthday Present; The Story Cloth 	<ul style="list-style-type: none"> Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner
e. Use basic cultural knowledge to interact with others when using the target language.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom
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.		
WL.P.3+ Connect with other content areas in order to build academic awareness through experiences in the target language.		
a. Identify information from other content areas related to the target language and its cultures.	<ul style="list-style-type: none"> Books: Yangshi's Perimeter; Treasures From the Loom; The Piñata Book; Duc Tho Le's Birthday Present; The Story Cloth; Mr. Lucky Straw 	<ul style="list-style-type: none"> Introduction, Pg. 20 An Inclusive Classroom
Preschool, Standard 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.		
WL.P.4+ Develop insight into the nature of language and culture in order to develop cultural competence.		
a. Recognize similarities and differences between the target language and their own language.	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me Unit 3, Pg. 333 Tortillas, Tortillas: Family Dinner
b. Recognize similarities and differences between the target culture and their own culture.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family

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; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



SUPPORT

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

CONTINUAL DEVELOPMENT

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

PRE-MATH & SCIENCE

Math Books

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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at mentor.waterford.org can be found in Spanish or with Spanish support.

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

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

Readiness Skills Letters

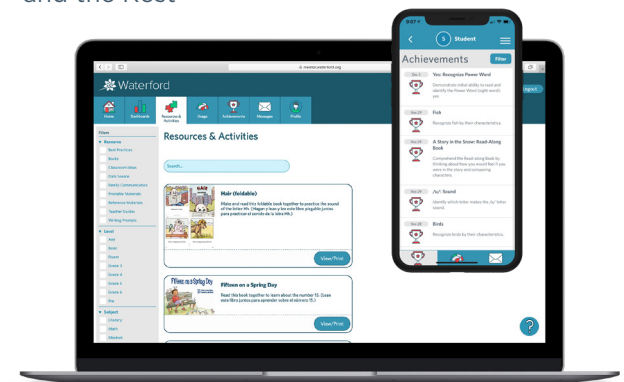
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

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

WATERFORD MENTOR

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



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