

**100%**  
Correlation

# Curriculum Correlation August 2025

**Waterford  
Early Learning:  
SmartStart / PreK**

**GEORGIA EARLY  
LEARNING AND  
DEVELOPMENT  
STANDARDS 2013**

This document provides a detailed correlation of **Waterford Early Learning** to **GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 2013**.

## Correlation Description

This document aligns GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS to Waterford.org's digital activities and supporting resources.

### Waterford Digital Activities

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at [→teacher.waterford.org](https://teacher.waterford.org).

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

### Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

### Waterford Curriculum Details

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

#### Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in [→Waterford's Adaptive Learning Path in Action](#) video.

#### Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found [→here](#).

#### Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

### Reading Sequence

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and fluency. More detailed information can be found in the [→Reading Skills Scope & Sequence](#).

### Math and Science Sequence

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the [→Math and Science Scope & Sequence](#).

### SmartStart Sequence

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the [→SmartStart Scope & Sequence](#).

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Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>PHYSICAL DEVELOPMENT</b>		
<b>1: HEALTH AND WELL-BEING</b>		
<b>PDM1: The child will practice healthy and safe habits.</b>		
<b>PDM1.4a</b> Stays awake and alert except during voluntary nap time	<ul style="list-style-type: none"> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 23</li> <li><a href="#">Unit 6</a>, Pg. 118 Come Rest Awhile</li> </ul>
<b>PDM1.4b</b> Actively participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility.	<ul style="list-style-type: none"> <li>Songs: Health</li> <li>Books: We All Exercise</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>Dance and Movement Activities</li> <li><a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li><a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> <li><a href="#">Unit 7</a>, Pg. 203 Spring Gallop!</li> <li><a href="#">Unit 7</a>, Pg. 238 Surfing the Waves</li> </ul>
<b>PDM1.4c</b> Consistently follows basic safety rules and anticipates consequences of not following safety rules.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Books: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 287 Sun Safe Song</li> <li><a href="#">Unit 6</a>, Pg. 117 Digital Safety</li> <li><a href="#">Unit 7</a>, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li><a href="#">Unit 7</a>, Pg. 231 Water Safety</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Telephones <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Fire Safety Activities for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>PDM1.4d</b> Communicates the importance of safety rules.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Books: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 336 Tuesday Story: Call For Help</li> <li><a href="#">Unit 3</a>, Pg. 339 Emergency!</li> <li><a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> <li><a href="#">Unit 6</a>, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li><a href="#">Unit 6</a>, Pg. 117 Digital Safety</li> <li><a href="#">Unit 7</a>, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li><a href="#">Unit 7</a>, Pg. 155 Safe Eating: Gallery Refreshments</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Telephones <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Fire Safety Activities for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>PDM1: The child will practice healthy and safe habits <i>continued</i>.</b>		
<b>PDM1.4e</b> Identifies the importance of and participates in activities related to health and self-care needs.	<ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 11 Hand Washing and Snack</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 6</a>, Pg. 108 Exercise Makes Me Better</li> </ul>
<b>PDM1.4f</b> Can name people who keep them safe and healthy.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> </ul> <i>Family Resources</i> <ul style="list-style-type: none"> <li>• Community Helpers <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>PDM2: The child will participate in activities related to nutrition.</b>		
<b>PDM2.4a</b> Helps prepare nutritious snacks and meals.	<ul style="list-style-type: none"> <li>• Healthy Food</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 7</a>, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>
<b>PDM2.4b</b> Sorts foods into food groups and communicates the benefits of healthy foods.	<ul style="list-style-type: none"> <li>• Songs: Food From Plants; Health</li> <li>• Healthy Food</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 319 Plant Part Salad</li> <li>• <a href="#">Unit 7</a>, Pg. 205 Healthy Eating</li> </ul>
<b>2: USE OF SENSES</b>		
<b>PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</b>		
<b>PDM3.4a</b> Acts and moves with purpose and independently recognizes differences in direction, distance and location.	<ul style="list-style-type: none"> <li>• Songs: Positioning</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 5</a>, Pg. 199 Circus School</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space <i>continued</i>.</b>		
<b>PDM3.4b</b> Demonstrates spatial awareness through play activities.	<ul style="list-style-type: none"> <li>• Songs: Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 169 Personal Space Circle</li> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> </ul>
<b>PDM4: The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.</b>		
<b>PDM4.4a</b> Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	<ul style="list-style-type: none"> <li>• Songs: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 75. Five Senses: How Do We Know?</li> <li>• <a href="#">Unit 1</a>, Pg. 84 What Do You See?</li> <li>• <a href="#">Unit 1</a>, Pg. 105 Pouring Sounds</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 2</a>, Pg. 195 Taste and Smell Activity</li> </ul>
<b>PDM4.4b</b> Takes things apart and invents new structures using the parts.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 190 Dramatic Play: Junkyard</li> <li>• <a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
<b>3: MOTOR SKILLS</b>		
<b>PDM5: The child will demonstrate gross motor skills.</b>		
<b>PDM5.4a</b> Coordinates movements to perform more complex tasks.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 199 Circus School</li> <li>• <a href="#">Unit 5</a>, Pg. 233 Slide Like a Snail</li> <li>• <a href="#">Unit 6</a>, Pg. 7 Dramatic Play: Gym</li> <li>• <a href="#">Unit 6</a>, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• <a href="#">Unit 6</a>, Pg. 122 Obstacle Course</li> </ul>
<b>PDM5.4b</b> Demonstrates coordination and balance in a variety of activities.		<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 130 We're Standing on One Foot!</li> <li>• <a href="#">Unit 4</a>, Pg. 42 Birds on a Perch</li> <li>• <a href="#">Unit 7</a>, Pg. 238 Surfing the Waves</li> <li>• <a href="#">Yoga Poster</a></li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>PDM6: The child will demonstrate fine motor skills.</b>		
<b>PDM6.4a</b> Performs fine-motor tasks that require small-muscle strength and control.	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
<b>PDM6.4b</b> Uses hand-eye coordination to manipulate small objects with ease.	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 8 Art Center; Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart Orientation</li> <li>• <a href="#">Unit 1</a>, Pg. 38 Illustration Investigation</li> <li>• <a href="#">Unit 1</a>, Pg. 132 Erasing Mistakes</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> <li>• Visual Arts Activities</li> </ul>
<b>PDM6.4c</b> Able to perform more complex fine motor tasks with accuracy 50% of the time.	The daily use of a touch pad or mouse develops eye-hand coordination.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 114 Snip, Snip, Cut</li> <li>• <a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li>• <a href="#">Unit 3</a>, Pg. 314 Cutting Shapes</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> </ul>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>1: DEVELOPING A SENSE OF SELF</b>		
<b>SED1: The child will develop self-awareness.</b>		
<b>SED1.4a</b> Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	<ul style="list-style-type: none"> <li>• Songs: Tortillas, Tortillas</li> <li>• My Family</li> <li>• Come Inside</li> <li>• Clubhouse</li> <li>• Soup's On</li> <li>• The Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 20 An Inclusive Classroom</li> <li>• <a href="#">Unit 1</a>, Pg. 4 The Name Song</li> <li>• <a href="#">Unit 1</a>, Pg. 34 Counting and Attendance</li> <li>• <a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
<b>SED1.4b</b> Identifies personal characteristics, preferences, thoughts and feelings.	Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 149 I Am, I Can</li> <li>• <a href="#">Unit 2</a>, Pg. 158 This Belongs to a Friend</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>SED1: The child will develop self-awareness <i>continued</i>.</b>		
<b>SED1.4c</b> Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	<ul style="list-style-type: none"> <li>• My Name is Squirrel</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 80 Pairs</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• <a href="#">Unit 4</a>, Pg. 112 I Can Book</li> <li>• <a href="#">Unit 6</a>, Pg. 79 Bath Time</li> <li>• <a href="#">Unit 7</a>, Pg. 243 What Should I Wear?</li> </ul>
<b>SED1.4d</b> Shows independence in his/her own choices.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Perfect Present</li> <li>• Marmot's Basket</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> </ul>
<b>SED2: The child will engage in self-expression.</b>		
<b>SED2.4a</b> Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• Where's Papa?</li> <li>• Soup's On!</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> <li>• <a href="#">Unit 4</a>, Pg. 74 It's Okay to Say No</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 173 Asking for Help</li> <li>• <a href="#">Unit 5</a>, Pg. 186 Journal Prompt: I Got Help When...</li> </ul>
<b>SED2.4b</b> With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• Where's Papa?</li> <li>• Soup's On!</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 88 Chrysanthemum Discussion</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 26 Journal Prompt: I feel...</li> </ul>



Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>SED2: The child will engage in self-expression <i>continued</i>.</b>		
<b>SED2.4c</b> Uses pretend-play to show emotions of self and others.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li><a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> </ul>
<b>SED2.4d</b> With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Soup's On!</li> <li>Boo Hoo Baby</li> <li>Lost and Found</li> <li>Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li><a href="#">Unit 4</a>, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li><a href="#">Unit 4</a>, Pg. 13 We're All Happy</li> <li><a href="#">Unit 7</a>, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul>
<b>2: SELF-REGULATION</b>		
<b>SED3: The child will begin to demonstrate self-control.</b>		
<b>SED3.4a</b> Independently follows rules and routines.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 10 Computer Center; Pg. 13 Reading Center</li> <li><a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li><a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li><a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li><a href="#">Unit 1</a>, Pg. 39 Quiet Time</li> <li><a href="#">Unit 5</a>, Pg. 230 Dramatic Play: Library</li> </ul>
<b>SED3.4b</b> Regulates own emotions and behaviors, and seeks out adult support when needed.	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 16 Private Place</li> <li><a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li><a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li><a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li><a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> <li><a href="#">Unit 4</a>, Pg. 80 Waiting Game</li> <li><a href="#">Unit 4</a>, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>SED3: The child will begin to demonstrate self-control <i>continued</i>.</b>		
<b>SED3.4c</b> Regulates a range of impulses.	Social Emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Private Place</li> <li>• <a href="#">Unit 4</a>, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>• <a href="#">Unit 4</a>, Pg. 47 Quiet Bottles</li> <li>• <a href="#">Unit 4</a>, Pg. 57 Self-Control Instruments</li> <li>• <a href="#">Unit 4</a>, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>
<b>SED3.4d</b> Manages transitions and adapts to changes in schedules and routines independently.	<ul style="list-style-type: none"> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 24 Daily Routines</li> <li>• <a href="#">Unit 1</a>; Schedule Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Introduction to Centers</li> <li>• <a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li>• <a href="#">Unit 1</a>, Pg. 36 Jump Up and Down Transition</li> <li>• <a href="#">Unit 1</a>, Pg. 59 Cleanup and Review</li> </ul>
<b>3: DEVELOPING A SENSE OF SELF WITH OTHERS</b>		
<b>SED4: The child will develop relationships and social skills with adults.</b>		
<b>SED4.4a</b> Transitions well into new, unfamiliar settings.		<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 24 Daily Routines</li> <li>• Schedule Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> </ul>
<b>SED4.4b</b> Uses a familiar adult's suggestions to decide how to respond to a specific situation.	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 373 Trusted Adults</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 173 Asking for Help</li> </ul>
<b>SED4.4c</b> Shows affection to familiar adults by using more complex words and actions.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 6 The Listening Rug</li> <li>• <a href="#">Introduction</a>, Pg. 18 Family Engagement</li> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> </ul>
<b>SED4.4d</b> Seeks out adults as a resource for help and assistance.	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 375 Trusted Adults</li> <li>• <a href="#">Unit 5</a>, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>SED5: The child will develop relationships and social skills with peers.</b>		
<b>SED5.4a</b> Develops and maintains friendships with other children.	Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 7</a>, Pg. 249 Friendship</li> </ul>
<b>SED5.4b</b> Plays cooperatively with a few peers for a sustained period of time.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> </ul>
<b>SED5.4c</b> Attempts to resolve peer conflicts using appropriate strategies.	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li>• <a href="#">Unit 4</a>, Pg. 13 We're All Happy</li> <li>• <a href="#">Unit 4</a>, Pg. 66 Good Friends Activity: Two Friends</li> <li>• <a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li>• <a href="#">Unit 4</a>, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• <a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> </ul>
<b>SED5.4d</b> Shows emerging empathy and understanding of peers by attempting to comfort and help.	Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 188 Full Buckets</li> <li>• <a href="#">Unit 2</a>, Pg. 202 Kind Kids</li> <li>• <a href="#">Unit 5</a>, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• <a href="#">Unit 5</a>, Pg. 218 Journal Prompt: I Helped When...</li> <li>• <a href="#">Unit 5</a>, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• <a href="#">Unit 5</a>, Pg. 238 Friends Use Kind Words</li> </ul>
<b>SED5.4e</b> Shows respect for peers' personal space and belongings.	Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 169 Personal Space Circle</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>APPROACHES TO PLAY AND LEARNING</b>		
<b>1: INITIATIVE AND EXPLORATION</b>		
<b>APL1: The child will demonstrate initiative and self-direction.</b>		
<b>APL1.4a</b> Takes initiative to learn new concepts and try new experiences - Initiates and completes new tasks by himself/herself.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li><a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> <li><a href="#">Unit 4</a>, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li><a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> </ul>
<b>APL1.4b</b> Selects and carries out activities without adult prompting.	Individual student responses determine the activity variations they will encounter that provide numerous opportunities for practice and review.	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> </ul>
<b>APL1.4c</b> Sets goals and develops and follows through on plans.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 110 Plan, Do, Review</li> </ul>
<b>APL2: The child will demonstrate interest and curiosity.</b>		
<b>APL2.4a</b> Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li><a href="#">Unit 1</a>, Pg. 6 Learning</li> <li><a href="#">Unit 4</a>, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li><a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li><a href="#">Unit 7</a>, Pg. 212 It's Different, But It's Good!</li> </ul>
<b>APL2.4b</b> Asks questions and seeks new information. With assistance, looks for new information and wants to know more.	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 24 What Do Scientists Do?</li> <li><a href="#">Unit 1</a>, Pg. 116 What Is It and Who Has It?</li> <li>Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li><a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>APL2: The child will demonstrate interest and curiosity <i>continued</i>.</b>		
<b>APL2.4c</b> Increasingly seeks out and explores unfamiliar objects in the environment.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a> Pg. 16 Science Center; Sensory Table</li> </ul>
<b>2: ATTENTIVENESS AND PERSISTENCE</b>		
<b>APL3: The child will sustain attention to a specific activity and demonstrate persistence.</b>		
<b>APL3.4a</b> Engages in independent activities and continues tasks over a period of time.	Engaging activities hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instructions.	<ul style="list-style-type: none"> <li>Center Activities</li> <li><a href="#">Unit 1</a>, Pg. 28 SmartStart Orientation</li> </ul>
<b>APL3.4b</b> Practices to improve skills that have been accomplished.	Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Center Activities</li> </ul>
<b>APL3.4c</b> Works cooperatively with others to successfully achieve a goal or accomplish a task.	<ul style="list-style-type: none"> <li>Marmot's Basket</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 76 Taking Turns Game</li> <li><a href="#">Unit 4</a>, Pg. 84 Working Together</li> </ul>
<b>APL3.4d</b> Persists in trying to complete a task after previous attempts have failed.	Waterford activities run on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 32 Train My Brain: Determination</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>3: PLAY</b>		
<b>APL4: The child will engage in a progression of imaginative play.</b>		
<b>APL4.4a</b> Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> <li>Real and Make-believe</li> <li>Distinguish Between Fantasy and Reality</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> </ul>
<b>APL5: The child will demonstrate a cooperative and flexible approach to play and learning.</b>		
<b>APL5.4a</b> Willingly joins in sustained cooperative play and learning with others to complete a task.	<ul style="list-style-type: none"> <li>Marmot's Basket</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Center Activities</li> <li>Dramatic Play Activities</li> <li><a href="#">Unit 4</a>, Pg. 84 Working Together</li> </ul>
<b>APL5.4b</b> Demonstrates flexibility in taking on various roles in a group setting.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>
<b>APL5.4c</b> Demonstrates inventiveness, imagination and creativity to solve a problem.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>The Perfect Present</li> <li>Marmot's Basket</li> <li>Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li><a href="#">Unit 5</a>, Pg. 170 Dramatic Play: Entomology Lab</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 6</a>, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>APL5.4d</b> Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.	<ul style="list-style-type: none"> <li>Books: Milton's Mittens</li> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li><a href="#">Unit 5</a>, Pg. 170 Dramatic Play: Entomology Lab</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> <li><a href="#">Unit 6</a>, Pg. 121 Problem Solving: Fair Division</li> </ul> <p><i>Family Resources</i></p> <ul style="list-style-type: none"> <li>Problem Solving <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>APL5.4e</b> Recovers quickly from setbacks and differences in opinion in a group setting.	Social Emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 84 Working Together</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>COMMUNICATION, LANGUAGE AND LITERACY STANDARDS</b>		
<b>1: RECEPTIVE LANGUAGE</b>		
<b>CLL1: The child will listen to conversations and demonstrate comprehension.</b>		
<b>CLL1.4a</b> Listens and responds on topic to conversations and group discussions for an extended period.	Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• <a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> <li>• <a href="#">Unit 6</a>, Pg. 75 Grown-up Manners</li> </ul>
<b>CLL1.4b</b> Listens to and follows multi-step directions.	Children interacting with Waterford activities are constantly listening to input and responding with choices, often following multi-step directions.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 4 Arrival and Toy Time</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Introduction to Centers</li> <li>• <a href="#">Unit 1</a>, Pg. 11 Cleanup and Center Review</li> <li>• <a href="#">Unit 1</a>, Pg. 18 Afternoon Centers</li> <li>• <a href="#">Unit 1</a>, Pg. 20 Reflection and Dismissal</li> <li>• <a href="#">Unit 1</a>, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>
<b>CLL1.4c</b> Extends/expands thoughts or ideas expressed.	<ul style="list-style-type: none"> <li>• Marmot's Basket</li> <li>• Pretend Play</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> <li>• <a href="#">Unit 6</a>, Pg. 58 Journal Prompt: My Great Idea</li> </ul>
<b>CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>		
<b>CLL2.4a</b> Demonstrates understanding of more complex vocabulary through everyday conversations.	All activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• Story Time Activities</li> </ul>
<b>CLL2.4b</b> Connects new vocabulary from activities, stories and books with prior experiences and conversations.	<ul style="list-style-type: none"> <li>• Vocabulary Instruction</li> <li>• Build Knowledge</li> <li>• Read With Me Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> <li>• Story Time Activities</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>2: EXPRESSIVE LANGUAGE</b>		
<b>CLL3: The child will use nonverbal communication for a variety of purposes.</b>		
<b>CLL3.4a</b> Uses more complex gestures and actions to enhance verbal communication of needs and wants.	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; Noise, What Noise?</li> <li>• Do I Have To?</li> <li>• It's Not Fair</li> <li>• Soup's On</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• <a href="#">Unit 4</a>, Pg. 4 Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 13 We're All Happy</li> </ul>
<b>CLL3.4b</b> Communicates feelings using appropriate non-verbal gestures, body language and actions.	Social Emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to "Stop, Think, and Choose."	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 4 Guess How I'm Feeling</li> <li>• <a href="#">Unit 4</a>, Pg. 13 We're All Happy</li> </ul>
<b>CLL4: The child will use increasingly complex spoken language.</b>		
<b>CLL4.4a</b> Uses spoken language that can be understood with ease.	Digital Resources introduce letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 1</a>, Pg. 136 Find Someone Who Has...</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>
<b>CLL4.4b</b> Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	Social Emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> <li>• <a href="#">Unit 5</a>, Pg. 141 Language: Sentence Board Game</li> </ul>
<b>CLL4.4c</b> Describes activities, experiences, and stories with more detail.		<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• <a href="#">Unit 3</a>, Pg. 270 Dramatic Play: Grandma's House</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 6</a>, Pg. 89 Storytelling Festival</li> </ul>



Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CLL4: The child will use increasingly complex spoken language <i>continued</i>.</b>		
<b>CLL4.4d</b> Uses new and expanded vocabulary in a variety of situations.	Digital Resources expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 44 Getting Acquainted</li> <li>• <a href="#">Unit 1</a>, Pg. 134 Texture Sort</li> <li>• <a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• <a href="#">Unit 2</a>, Pg. 176 Smell Survey</li> <li>• <a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li>• <a href="#">Unit 7</a>, Pg. 184 Consequence Game</li> <li>• <a href="#">Unit 7</a>, Pg. 246 I Know</li> </ul>
<b>3: EARLY READING</b>		
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>		
<b>CLL5.4a</b> Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> </ul>
<b>CLL5.4b</b> Retells familiar stories.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Journal Activities</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>
<b>CLL5.4c</b> Discusses books or stories read aloud and can identify characters and setting in a story.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Compare Characters</li> <li>• Sum Up, Remember Order</li> <li>• Read With Me Books</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 3</a>, Pg. 312 Itsy Bitsy Spider: First, Next, and Last</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CLL5: The child will acquire meaning from a variety of materials read to him/her <i>continued</i>.</b>		
<b>CLL5.4d</b> Makes real-world connections between stories and real-life experiences.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Unit 5</a>, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>
<b>CLL5.4e</b> Develops an alternate ending for a story.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
<b>CLL6: The child will develop early phonological awareness (awareness of the units of sound).</b>		
<b>CLL6.4a</b> Listens and differentiates between sounds that are the same and different.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Choose a Sound</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Where is the Sound?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 52 Initial Sounds and Letter Sound /p/</li> <li>• <a href="#">Unit 6</a>, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
<b>CLL6.4b</b> Identifies and produces rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 51 Fancy Rhyming</li> <li>• <a href="#">Unit 1</a>, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• <a href="#">Unit 2</a>, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>
<b>CLL6.4c</b> Isolates the initial (beginning) sounds in words with adult guidance.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/</li> <li>• <a href="#">Unit 6</a>, Pg. 56 Listening Activity: Initial Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 66 Listening Activity: Friend Initial Sounds</li> <li>• <a href="#">Unit 6</a>, Pg. 74 The Quiet Books: Initial Sounds and Letter Sound q (/kw/)</li> </ul>
<b>CLL6.4d</b> Segments sentences into individual words.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 274 This Little Piggy: Stand Up Sentences</li> <li>• <a href="#">Unit 3</a>, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CLL6: The child will develop early phonological awareness (awareness of the units of sound) <i>continued</i>.</b>		
<b>CLL6.4e</b> Segments words into syllables.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 130 Name Syllable</li> <li>• <a href="#">Unit 5</a>, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• <a href="#">Unit 5</a>, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 166 Listening Activity: Fast Syllables</li> <li>• <a href="#">Unit 5</a>, Pg. 176 Listening Activity: Grasshopper Syllables</li> <li>• <a href="#">Unit 5</a> Pg. 202 Circus Syllables</li> </ul>
<b>CLL6.4f</b> Manipulates and blends sounds (phonemes) with adult guidance.	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Stick 'n' Spell</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>• <a href="#">Unit 7</a>, Pg. 206 Listening Activity: Blending Food Phonemes</li> <li>• <a href="#">Unit 7</a>, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/</li> <li>• <a href="#">Unit 7</a>, Pg. 230 Blending Phonemes: BINGO</li> </ul>
<b>CLL7: The child will demonstrate increasing knowledge of the alphabet.</b>		
<b>CLL7.4a</b> With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Hidden Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• <a href="#">Unit 1</a>, Pg. 12 Alphabet Instruction</li> <li>• <a href="#">Unit 1</a>, Pg. 26 Singing the Alphabet</li> <li>• <a href="#">Unit 1</a>, Pg. 27 Letter Tile Names</li> <li>• <a href="#">Unit 1</a>, Pg. 72 Baa Baa Black Sheep: Woolly Names</li> <li>• <a href="#">Unit 1</a>, Pg. 74 Name Magnets</li> <li>• <a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> <li>• <a href="#">Unit 4</a>, Pg. 46 Lowercase Letters</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CLL8: The child will demonstrate awareness of print concepts.</b>		
<b>CLL8.4a</b> Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> </ul>
<b>CLL8.4b</b> Understands that letters form words. Understands that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 23 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>
<b>CLL8.4c</b> With prompting and support, tracks words from left to right, top to bottom and page to page.	All on-line books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. The lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 23 Morning Message</li> <li>• <a href="#">Unit 1</a>, Pg. 46 The Apple Tree: Discuss the Story</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>
<b>CLL8.4d</b> Recognizes and reads environmental print.	<ul style="list-style-type: none"> <li>• Words in Your World</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li>• <a href="#">Unit 1</a>, Pg. 35 Calendar</li> <li>• <a href="#">Unit 1</a>, Pg. 82 Letters Make Words</li> </ul>
<b>CLL8.4e</b> Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 13 Reading Center</li> <li>• <a href="#">Unit 1</a>, Pg. 37 Print Knowledge: Books</li> <li>• Story Time Activities</li> </ul>
<b>4: EARLY WRITING</b>		
<b>CLL9: The child will use writing for a variety of purposes.</b>		
<b>CLL9.4a</b> Draws pictures and copies letters and/or numbers to communicate.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Center Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CLL9: The child will use writing for a variety of purposes <i>continued</i>.</b>		
<b>CLL9.4b</b> Uses writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li>Journal Activities</li> <li>Center Activities</li> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li><a href="#">Unit 1</a>, Pg. 56 Writing Letter A</li> </ul>
<b>CLL9.4c</b> Uses writing for a variety of purposes.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>Journal Activities</li> <li><a href="#">Unit 3</a>, Pg. 331 Thank-you Notes</li> <li><a href="#">Unit 4</a>, Pg. 43 Capital Letter Scrapbook</li> </ul>
<b>CLL9.4d</b> Writes some letters of the alphabet.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 17 Writing Center</li> <li>Journal Activities</li> </ul>
<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b>		
<b>MATH</b>		
<b>1: NUMBER AND QUANTITY</b>		
<b>CD-MA1: The child will organize, represent, and build knowledge of number and quantity.</b>		
<b>CD-MA1.4a</b> Recites numbers up to 20 in sequence.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Bug Bits</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 1</a>, Pg. 45 Counting and Attendance</li> <li><a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>
<b>CD-MA1.4b</b> Recognizes numerals and uses counting as part of play and as a means for determining quantity.	<ul style="list-style-type: none"> <li>Books: Zero in My Toy Box; One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete; A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine</li> <li>Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Read and Write Number Activities</li> <li><a href="#">Unit 1</a>, Pg. 150 Arrange and Count 4</li> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count 1-5</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CD-MA1: The child will organize, represent, and build knowledge of number and quantity <i>continued</i>.</b>		
<b>CD-MA1.4c</b> Matches numerals to sets of objects with the same number, 0–10.	<ul style="list-style-type: none"> <li>Books: Zero in My Toy Box; One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine</li> <li>Number Instruction</li> <li>Number Practice</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 161 Popcorn Number Match</li> <li><a href="#">Unit 2</a>, Pg. 261 Make One More</li> <li><a href="#">Unit 2</a>, Pg. 191 Traffic Jam Count 1-5</li> </ul>
<b>CD-MA1.4d</b> Describes sets as having more, less, same as/equal.	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Books: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 8 Greater Than</li> <li><a href="#">Unit 6</a>, Pg. 71 Less Than</li> <li><a href="#">Unit 6</a>, Pg. 105 Quantities to 10</li> <li><a href="#">Unit 6</a>, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>CD-MA1.4e</b> Quickly recognizes and names how many items are in a set of up to four items.	<ul style="list-style-type: none"> <li>Moving Target (Dots)</li> <li>Match Numbers</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 40 Math: Same Two</li> <li><a href="#">Unit 1</a>, Pg. 150 Arrange and Count 4</li> <li><a href="#">Unit 2</a>, Pg. 170 Mad Dash Number Match</li> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> </ul>
<b>CD-MA1.4f</b> Tells numbers that come before and after a given number up to 10.	<ul style="list-style-type: none"> <li>Songs: Counting Backward</li> <li>Number Line</li> <li>Count On</li> <li>Count Down</li> <li>Dot to Dot</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li><a href="#">Unit 3</a>, Pg. 271 What Comes Next?</li> <li><a href="#">Unit 7</a>, Pg. 229 Build One Less</li> </ul>
<b>CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity.</b>		
<b>CD-MA2.4a</b> Matches two equal sets using one-to-one correspondence and understands they are the same.	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Books: For the Birds</li> <li>Make and Count Groups</li> <li>More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 208 Pizza Chef Match</li> <li><a href="#">Unit 2</a>, Pg. 226 Five Frame Match</li> <li><a href="#">Unit 2</a>, Pg. 261 Make One More</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity <i>continued</i>.</b>		
<b>CD-MA2.4b</b> Counts at least 10 objects using one-to-one correspondence.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Bug Bits</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Number Counting</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 23 Counting and Attendance</li> <li>• <a href="#">Unit 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• <a href="#">Unit 5</a>, Pg. 147 Decomposing 7</li> <li>• <a href="#">Unit 5</a>, Pg. 171 Quantities to 7</li> <li>• <a href="#">Unit 5</a>, Pg. 180 Arrange and Count 7</li> <li>• <a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>
<b>CD-MA2.4c</b> Practices combining, separating and naming quantities.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Recognition and Sense</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 83 Ten Frame Game</li> <li>• <a href="#">Unit 7</a>, Pg. 180 Build One More</li> <li>• <a href="#">Unit 7</a>, Pg. 229 Build One Less</li> <li>• <a href="#">Unit 7</a>, Pg. 247 How Many Are Hiding?</li> </ul>
<b>CD-MA2.4d</b> Describes data from classroom graphs using numerical math language.	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• <a href="#">Unit 5</a>, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> </ul>
<b>CD-MA2.4e</b> With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	<ul style="list-style-type: none"> <li>• Number Counting</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 5 Attendance</li> <li>• <a href="#">Unit 2</a>, Pg. 261 Make One More</li> <li>• <a href="#">Unit 3</a>, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• <a href="#">Unit 5</a>, Pg. 147 Decomposing 7</li> <li>• <a href="#">Unit 5</a>, Pg. 171 Quantities to 7</li> <li>• <a href="#">Unit 5</a>, Pg. 180 Arrange and Count 7</li> <li>• <a href="#">Unit 5</a>, Pg. 200 Counting in a Circle</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>2: MEASUREMENT AND COMPARISON</b>		
<b>CD-MA3: The child will explore and communicate about distance, weight, length, height and time.</b>		
<b>CD-MA3.4a</b> Uses mathematical terms to describe experiences involving measurement.	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Weight</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> </ul>
<b>CD-MA3.4b</b> Compares objects using two or more attributes, such as length, weight and size.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 170 Exploring Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 199 Volume</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
<b>CD-MA3.4c</b> Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Weight</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 296 We Are All Growing</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 170 Exploring Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
<b>CD-MA3.4d</b> Associates and describes the passage of time with actual events.	<ul style="list-style-type: none"> <li>• Songs: The Moon</li> <li>• Books: Moon Song</li> <li>• Observe a Simple System</li> <li>• Moon Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 35 Calendar</li> <li>• <a href="#">Unit 1</a>, Pg. 45 Calendar: Yesterday and Today</li> <li>• <a href="#">Unit 4</a>, Pg. 118 Raising Tadpoles</li> </ul>
<b>CD-MA4: The child will sort, seriate, classify and create patterns.</b>		
<b>CD-MA4.4a</b> Independently orders objects using one characteristic and describes the criteria used.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest</li> <li>• Books: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Order Size</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 6</a>, Pg. 114 Length</li> <li>• <a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li>• <a href="#">Unit 7</a>, Pg. 142 Weight</li> <li>• <a href="#">Unit 7</a>, Pg. 147 Charting Weight</li> </ul>



Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CD-MA4: The child will sort, seriate, classify and create patterns <i>continued</i>.</b>		
<b>CD-MA4.4b</b> Sorts and classifies objects using one or more attributes or relationships.	<ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry</li> <li>Books: Buttons, Buttons</li> <li>Order Size</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 119 Sorting Buttons</li> <li><a href="#">Unit 3</a>, Pg. 338 Sort It Out</li> <li><a href="#">Unit 3</a>, Pg. 359 Fancy Shapes</li> </ul>
<b>CD-MA4.4c</b> Creates and extends simple, repeating patterns.	<ul style="list-style-type: none"> <li>Songs: Train Station Patterns</li> <li>Patterns</li> <li>Pattern AB</li> <li>Pattern ABB</li> <li>Pattern ABC</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 4</a>, Pg. 38 AB Pattern Garden</li> <li><a href="#">Unit 4</a>, Pg. 48 ABB Cereal Necklaces</li> <li><a href="#">Unit 4</a>, Pg. 59 ABC Patterns</li> </ul>
<b>3: GEOMETRY AND SPATIAL THINKING</b>		
<b>CD-MA5: The child will explore, recognize and describe spatial relationships between objects.</b>		
<b>CD-MA5.4a</b> Uses appropriate directional language to indicate where things are in their environment - positions, distances, order.	<ul style="list-style-type: none"> <li>Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>Books: Up in the Air</li> <li>Position</li> <li>First, Middle, Last</li> <li>Inside, Outside, Between</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li><a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li><a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
<b>CD-MA5.4b</b> Uses deliberate manipulation and describes process for fitting objects together.	<ul style="list-style-type: none"> <li>Geoboard</li> <li>Puzzle Activity</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 9 Block Center; Pg. 12 Math Center</li> <li><a href="#">Unit 3</a>, Pg. 350 Friday Story: The Perfect Square</li> <li><a href="#">Unit 3</a>, Pg. 368 Shapes Mural</li> <li><a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CD-MA6: The child will explore, recognize and describe shapes and shape concepts.</b>		
<b>CD-MA6.4a</b> Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes</li> <li>Books: Imagination Shapes</li> <li>Simple Shapes</li> <li>Space Shapes</li> <li>World Shapes</li> <li>Solid Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 289 Rectangles and Squares</li> <li><a href="#">Unit 3</a>, Pg. 299 Triangles</li> <li><a href="#">Unit 3</a>, Pg. 320 Circles</li> <li><a href="#">Unit 3</a>, Pg. 375 Shape Hunt</li> </ul>
<b>CD-MA6.4b</b> Combines simple shapes to form new shapes.	<ul style="list-style-type: none"> <li>Simple Shapes</li> <li>Geoboard</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 9 Block Center; Pg. 12 Math Center</li> <li><a href="#">Unit 3</a>, Pg. 350 Friday Story: The Perfect Square</li> <li><a href="#">Unit 3</a>, Pg. 368 Shapes Mural</li> </ul>
<b>4: MATHEMATICAL REASONING</b>		
<b>CD-MA7: The child use mathematical problem solving, reasoning, estimation and communication.</b>		
<b>CD-MA7.4a</b> Estimates using mathematical terms and understands how to check the estimate.	<ul style="list-style-type: none"> <li>Songs: At the Market</li> <li>Length</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 114 Length</li> <li><a href="#">Unit 7</a>, Pg. 136 Exploring Length</li> <li><a href="#">Unit 7</a>, Pg. 142 Weight</li> <li><a href="#">Unit 7</a>, Pg. 209 Exploring Volume</li> </ul>
<b>CD-MA7.4b</b> Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	<ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 252 Find One More</li> <li><a href="#">Unit 6</a>, Pg. 83 Ten Frame Game</li> <li><a href="#">Unit 7</a>, Pg. 229 Build One Less</li> <li><a href="#">Unit 7</a>, Pg. 247 How Many Are Hiding?</li> </ul>
<b>CD-MA7.4c</b> Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	<ul style="list-style-type: none"> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 252 Find One More</li> <li><a href="#">Unit 6</a>, Pg. 83 Ten Frame Game</li> <li><a href="#">Unit 6</a>, Pg. 121 Problem Solving: Fair Division</li> <li><a href="#">Unit 7</a>, Pg. 229 Build One Less</li> <li><a href="#">Unit 7</a>, Pg. 247 How Many Are Hiding?</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>SOCIAL STUDIES</b>		
<b>1: FAMILY</b>		
<b>CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</b>		
<b>CD-SS1.4a</b> Describes his/her family structure and family roles.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Come Inside</li> <li>• Books: Jose Three</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 20 An Inclusive Classroom</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
<b>CD-SS1.4b</b> Describes similarities and differences between self and others.	<ul style="list-style-type: none"> <li>• Books: Mine; Moving Day; Seeing Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 20 An Inclusive Classroom</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
<b>2: PEOPLE AND COMMUNITY</b>		
<b>CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.</b>		
<b>CD-SS2.4a</b> Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 6 Listening Rug Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 10 Good Playing Rules</li> <li>• <a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li>• <a href="#">Unit 1</a>, Pg. 127 Dramatic Play: Construction Site</li> <li>• <a href="#">Unit 3</a>, Pg. 339 Emergency!</li> <li>• <a href="#">Unit 4</a>, Pg. 80 Waiting Game</li> <li>• <a href="#">Unit 5</a>, Pg. 230 Dramatic Play: Library</li> </ul>
<b>CD-SS2.4b</b> Explains diverse customs and cultural celebrations within the home, classroom and community.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 20 An Inclusive Classroom</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>
<b>CD-SS2.4c</b> Recognizes similarities and differences between own culture and that of others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 20 An Inclusive Classroom</li> <li>• <a href="#">Unit 3</a>, Pg. 286 Grandmas: Same and Different</li> <li>• <a href="#">Unit 3</a>, Pg. 288 Journals: My Family</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CD-SS3: The child will demonstrate an awareness of geography in his/her community.</b>		
<b>CD-SS3.4a</b> Creates simple representations of home, school and community.	<ul style="list-style-type: none"> <li>Create Your Own Environment</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 225 Where We Are</li> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> </ul>
<b>CD-SS3.4b</b> Identifies and describes aspects of his/her community.	<ul style="list-style-type: none"> <li>Books: Your Backyard</li> <li>Create Your Own Environment</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 14 School Field Trip</li> <li><a href="#">Unit 2</a>, Pg. 225 Where We Are</li> <li><a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> <li><a href="#">Unit 5</a>, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul> <p><i>Family Resources</i></p> <ul style="list-style-type: none"> <li>Exploring Your Home City with Your Children <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>CD-SS4: The child will demonstrate awareness of economics in his/her community.</b>		
<b>CD-SS4.4a</b> Completes jobs to contribute to his/her community and communicates why it is important.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Soup's On!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 66 All the Way Done: Classroom Helpers</li> <li><a href="#">Unit 3</a>, Pg. 328 We All Have Jobs</li> <li><a href="#">Unit 3</a>, Pg. 346 Journal Prompt: My Job</li> </ul>
<b>CD-SS4.4b</b> Describes the roles and responsibilities of a variety of occupations.	<ul style="list-style-type: none"> <li>Books: Follow the Apples</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 133 Farmer in the Dell: Word Mixup</li> <li><a href="#">Unit 3</a>, Pg. 345 Which Hat Is Best?</li> <li><a href="#">Unit 6</a>, Pg. 69 Dramatic Play: Post Office</li> <li><a href="#">Unit 7</a>, Pg. 168 Dramatic Play: Dentist's Office</li> </ul> <p><i>Family Resources</i></p> <ul style="list-style-type: none"> <li>Community Helpers <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>CD-SS4.4c</b> Describes how people interact economically and the exchange of goods and services.	<ul style="list-style-type: none"> <li>Songs: At the Market</li> <li>Books: Bugs For Sale; Follow the Apples, Bad News Shoes</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 160 Dramatic Play: Restaurant</li> <li><a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>CD-SS4.4d</b> Explores the uses of technology and understands its role in the environment.	While interacting with the digital resources, children become familiar with technology and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touchpad, dragging items around the screen, or entering answers on the keyboard.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 10 Computer Center</li> <li><a href="#">Unit 1</a>, Pg. 28 SmartStart Orientation</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>3: HISTORY AND EVENTS</b>		
<b>CD-SS5: The child will understand the passage of time and how events are related.</b>		
<b>CD-SS5.4a</b> Recognizes and describes sequence of events with accuracy.	<ul style="list-style-type: none"> <li>Songs: Sequencing Events</li> <li>Yesterday/Tomorrow</li> <li>Today</li> <li>Sum Up, Remember Order</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li><a href="#">Unit 1</a>, Pg. 45 Calendar: Yesterday and Today</li> <li><a href="#">Unit 1</a>, Pg. 55 Calendar</li> </ul>
<b>CD-SS5.4b</b> Differentiates between past, present and future.	<ul style="list-style-type: none"> <li>Books: The Watermelon Seed; Jose Three; I Can't Wait</li> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 7 Schedule</li> <li><a href="#">Unit 1</a>, Pg. 45 Calendar: Yesterday and Today</li> <li><a href="#">Unit 1</a>, Pg. 55 Calendar</li> </ul>
<b>SCIENCE</b>		
<b>1: SCIENTIFIC SKILLS AND METHODS</b>		
<b>CD-SC1: The child will demonstrate scientific inquiry skills.</b>		
<b>CD-SC1.4a</b> Uses senses to observe, classify and learn about objects and environment.	<ul style="list-style-type: none"> <li>Songs: Five Senses</li> <li>Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>Sight</li> <li>Hearing</li> <li>Touch</li> <li>Smell</li> <li>Taste</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 75 Five Senses: How Do We Know?</li> <li><a href="#">Unit 1</a>, Pg. 84 What Do You See?</li> <li><a href="#">Unit 1</a>, Pg. 107 Sound Box Match Up</li> <li><a href="#">Unit 2</a>, Pg. 195 Taste and Smell Snack Activity</li> </ul>
<b>CD-SC1.4b</b> Uses simple tools correctly to experiment, observe and increase understanding.	<ul style="list-style-type: none"> <li>Songs: The Scientific Method</li> <li>Science Tools</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 18 Listening To My Body</li> <li><a href="#">Unit 6</a>, Pg. 24 Fingerprints: Same or Different?</li> <li><a href="#">Unit 7</a>, Pg. 244 Weather Report</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CD-SC1: The child will demonstrate scientific inquiry skills <i>continued</i>.</b>		
<b>CD-SC1.4c</b> Records observations through dictating to an adult and drawing pictures or using other forms of writing.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 363 Seed Investigation</li> <li>• <a href="#">Unit 7</a>, Pg. 244 Weather Report</li> <li>• <a href="#">Unit 5</a>, Pg. 175 Ant Farm Extension</li> </ul>
<b>CD-SC1.4d</b> Experiments, compares and formulates hypotheses related to scientific properties.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Scientific Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 5</a>, Pg. 216 What Do Spiders Like?</li> <li>• <a href="#">Unit 5</a>, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?</li> <li>• <a href="#">Unit 7</a>, Pg. 170 Exploring Weight</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>
<b>2: EARTH AND SPACE</b>		
<b>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.</b>		
<b>CD-SC2.4a</b> Describes properties of water, including changes to the states of water.	<ul style="list-style-type: none"> <li>• Songs: Water; Precipitation; Water Cycle</li> <li>• Books: Water is All Around</li> <li>• States of Water</li> <li>• Heat Changes Water</li> <li>• Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 335 Exploring Water</li> <li>• <a href="#">Unit 3</a>, Pg. 340 The Water Cycle: Part 1</li> <li>• <a href="#">Unit 3</a>, Pg. 344 The Water Cycle: Part 2</li> </ul>
<b>CD-SC2.4b</b> Explores and begins to describe properties of rocks, soil, sand and mud.	<ul style="list-style-type: none"> <li>• Songs: Rocks</li> <li>• Books: Ooey, Gooley, Mud</li> <li>• Rocks</li> <li>• Soil</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center</li> <li>• <a href="#">Introduction</a>, Pg. 16 Sensory Table</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky <i>continued</i>.</b>		
<b>CD-SC2.4c</b> Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation; Sun Blues; The Moon</li> <li>• Books: That's What I Like: a Book About Seasons; Star Pictures; Moon Song</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 276 Run, Run! Shade or Sun</li> <li>• <a href="#">Unit 6</a>, Pg. 38 Dramatic Play: to the Moon!</li> <li>• <a href="#">Unit 6</a>, Pg. 43 Mixing Colors: Stars, Planets and Meteorites</li> <li>• <a href="#">Unit 7</a>, Pg. 233 Precipitation</li> </ul>
<b>CD-SC2.4d</b> Uses appropriate vocabulary to discuss climate and changes in weather.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: a Book About Seasons Weather</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 7</a>, Pg. 233 Precipitation</li> <li>• <a href="#">Unit 7</a>, Pg. 243 What Should I Wear?</li> <li>• <a href="#">Unit 7</a>, Pg. 244 Weather Report</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>3: LIVING THINGS</b>		
<b>CD-SC3: The child will demonstrate knowledge related to living things and their environments.</b>		
<b>CD-SC3.4a</b> Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Fish</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Water</li> <li>• Food From Plants</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 248 Plant or Animal</li> <li>• <a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li>• <a href="#">Unit 3</a>, Pg. 316 Plant Parts</li> <li>• <a href="#">Unit 4</a>, Pg. 24 What Makes a Mammal?</li> <li>• <a href="#">Unit 4</a>, Pg. 44 What Makes a Bird?</li> <li>• <a href="#">Unit 4</a>, Pg. 76 What Makes a Fish?</li> <li>• <a href="#">Unit 4</a>, Pg. 108 What Makes an Amphibian?</li> <li>• <a href="#">Unit 5</a>, Pg. 142 What Makes a Reptile?</li> </ul>
<b>CD-SC3.4b</b> Discriminates between living and non-living things.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving;</li> <li>• Living or Nonliving</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 223 Living and Nonliving</li> <li>• <a href="#">Unit 2</a>, Pg. 231 Do You Know Which Ones Will Grow?</li> </ul>
<b>CD-SC3.4c</b> Identifies and describes the functions of many body parts.	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; Seeing Fingers</li> <li>• Body Parts</li> <li>• Parts of the Face</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 86 Excellent Eyes</li> <li>• <a href="#">Unit 6</a>, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> <li>• <a href="#">Unit 6</a>, Pg. 14 Picturing My Body</li> <li>• <a href="#">Unit 6</a>, Pg. 45 My Brain Is Always Growing</li> </ul>



Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>4: PHYSICAL SCIENCE</b>		
<b>CD-SC4: The child will demonstrate knowledge related to physical science.</b>		
<b>CD-SC4.4a</b> Explores and describes position and movement of objects and toys.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> <li>• Right, Left</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 221 Over, Under, Through</li> <li>• <a href="#">Unit 2</a>, Pg. 229 Top, Beside, Bottom</li> <li>• <a href="#">Unit 2</a>, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
<b>CD-SC4.4b</b> Investigates and describes different types or speeds of motion.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull</li> <li>• Books: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4</a>, Pg. 19 Stack, Slide, Roll</li> </ul>
<b>CD-SC4.4c</b> Describes materials by their physical properties and states of matter.	<ul style="list-style-type: none"> <li>• Songs: Matter; Solid or Liquid</li> <li>• Books: Pancakes Matter</li> <li>• States of Water</li> <li>• Solid and Liquid</li> <li>• Materials</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 337 Exploring Water</li> </ul>
<b>CD-SC4.4d</b> Uses classroom objects to function as simple machines to enhance child directed play.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull</li> <li>• Pretend Play</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction</a>, Pg. 9 Block Center</li> <li>• <a href="#">Introduction</a>, Pg. 16 Science Center; Sensory Table</li> <li>• <a href="#">Unit 4</a>, Pg. 28 Classroom Block Play</li> <li>• <a href="#">Unit 7</a>, Pg. 141 Tool Workshop</li> </ul>
<b>5: INTERACTION WITH THE ENVIRONMENT</b>		
<b>CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.</b>		
<b>CD-SC5.4a</b> Understands that people have an impact on the environment and participates in efforts to protect the environment.	<ul style="list-style-type: none"> <li>• Songs: I am Part of All I See, Conservation, Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2</a>, Pg. 214 Garbage Elves</li> <li>• <a href="#">Unit 3</a>, Pg. 349 Where Does Our Water Come From?</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CREATIVE DEVELOPMENT</b>		
<b>1: CREATIVE MOVEMENT AND DANCE</b>		
<b>CD-CR1: The child will participate in dance to express creativity.</b>		
<b>CD-CR1.4a</b> Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	<ul style="list-style-type: none"> <li>Books: Movin' to the Music Time</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 175 Dancing with Props</li> <li><a href="#">Unit 2</a>, Pg. 233 Mambo Moves</li> <li><a href="#">Unit 4</a>, Pg. 117 Giraffes Can Dance!</li> <li><a href="#">Unit 5</a>, Pg. 183 Flight of the Bumblebee</li> <li><a href="#">Unit 6</a>, Pg. 53 Floating Robots</li> <li><a href="#">Unit 7</a>, Pg. 187 Pathways in Space</li> </ul>
<b>2: VISUAL ARTS</b>		
<b>CD-CR2: The child will create and explore visual art forms to develop artistic expression.</b>		
<b>CD-CR2.4a</b> Uses materials to create original work for self-expression and to express individual creativity.	Waterford encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> </ul>
<b>CD-CR2.4b</b> Observes and discusses visual art forms and compares their similarities and differences.	<ul style="list-style-type: none"> <li>Songs: The Painted Rooster</li> <li>Squirrel's Sketches</li> <li>Books: Lizard and the Painted Rock</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 7</a>, Pg. 139 Painting My Feelings</li> <li><a href="#">Unit 7</a>, Pg. 146 Artist's Statement</li> <li><a href="#">Unit 7</a>, Pg. 154 Gallery Talk</li> </ul>
<b>CD-CR2.4c</b> Shows appreciation for different types of art and the creative work of others.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> <li><a href="#">Unit 7</a>, Pg. 154 Gallery Talk</li> </ul>
<b>3: MUSIC</b>		
<b>CD-CR3: The child will use his/her voice, instruments and objects to express creativity.</b>		
<b>CD-CR3.4a</b> Uses familiar rhymes, songs or chants and musical instruments to express creativity.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 98 Dramatic Play Music Shop</li> <li>Music Activities</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>4: DRAMA</b>		
<b>CD-CR4: The child will use dramatic play to express creativity.</b>		
<b>CD-CR4.4a</b> Participates in dramatic play presentations.	<ul style="list-style-type: none"> <li>Papa's Play</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li><a href="#">Unit 7</a>, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>
<b>CD-CR4.4b</b> Uses dialogue, actions, objects and imagination to tell a creative story.	<ul style="list-style-type: none"> <li>Papa's Play</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 11 Dramatic Play Center</li> <li><a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> </ul>
<b>CD-CR4.4c</b> Represents a character by using voice inflections and facial expressions.	Waterford online books and activities feature narrations that model engaging examples of voice inflections. Students hear adult, child, or character voices and view graphics that display appropriate facial expressions.	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 11 Dramatic Play Center</li> <li>Drama &amp; Storytelling Activities</li> <li>Unit 5, Pg. 140 Grumble, Talk, or Screech</li> </ul>
<b>CD-CR4.4d</b> Participates in dramatic play to express thoughts, feelings and creativity.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li><a href="#">Introduction</a>, Pg. 11 Dramatic Play Center</li> </ul>
<b>COGNITIVE PROCESSES</b>		
<b>1: THINKING SKILLS</b>		
<b>CD-CP1: The child will demonstrate awareness of cause and effect.</b>		
<b>CD-CP1.4a</b> Recognizes cause-and-effect relationships.	<ul style="list-style-type: none"> <li>Books: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Dinner Time</li> <li>The Picnic</li> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 6</a>, Pg. 87 Wash Your Hands with Soap (and the ABCs!)</li> <li><a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li><a href="#">Unit 7</a>, Pg. 184 Consequence Game</li> </ul>
<b>CD-CP1.4b</b> Explains why simple events occur using reasoning skills.	<ul style="list-style-type: none"> <li>Books: The Germs</li> <li>Boo Hoo Baby</li> <li>Where's Papa?</li> <li>Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 214 Garbage Elves</li> <li><a href="#">Unit 7</a>, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li><a href="#">Unit 7</a>, Pg. 184 Consequence Game</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>CD-CP1: The child will demonstrate awareness of cause and effect <i>continued</i>.</b>		
<b>CD-CP1.4c</b> Draws conclusions based on facts and evidence.	<ul style="list-style-type: none"> <li>Songs: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>What Comes Next?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 2</a>, Pg. 254 Polly Put the Kettle On</li> <li><a href="#">Unit 3</a>, Pg. 306 How Do Plants Drink?</li> <li><a href="#">Unit 5</a>, Pg. 175 Ant Farm Extension</li> </ul>
<b>CD-CP2: The child will use prior knowledge to build new knowledge.</b>		
<b>CD-CP2.4a</b> Explains how to use objects in new situations.	<ul style="list-style-type: none"> <li>Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction</a>, Pg. 16 Science Center</li> <li><a href="#">Unit 3</a>, Pg. 337 Exploring Water</li> <li><a href="#">Unit 4</a>, Pg. 19 Stack, Slide, Roll</li> <li><a href="#">Unit 4</a>, Pg. 96 Good Friends Activity: I Try New Things</li> </ul>
<b>CD-CP2.4b</b> Uses observation and imitation to transfer knowledge to new experiences.	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Perfect Present</li> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> <li><a href="#">Unit 4</a>, Pg. 86 Fish Investigation</li> <li>Center Activities</li> </ul>
<b>CD-CP2.4c</b> Uses information gained about familiar objects and people, and can apply to a new situation.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li><a href="#">Unit 4</a>, Pg. 19 Stack, Slide, Roll</li> <li><a href="#">Unit 5</a>, Pg. 170 Dramatic Play: Entomology Lab</li> <li><a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li><a href="#">Unit 6</a>, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>CD-CP2.4d</b> Makes, checks and verifies predictions.	<ul style="list-style-type: none"> <li>Songs: The Scientific Method</li> <li>Peek at the Story</li> <li>Find an Answer</li> <li>Predicting</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 3</a>, Pg. 342 The Water Cycle: Part 1</li> <li><a href="#">Unit 3</a>, Pg. 346 The Water Cycle: Part 2</li> <li><a href="#">Unit 3</a>, Pg. 363 Seed Investigation</li> </ul>
<b>CD-CP2.4e</b> Explains how an activity is built on or uses past knowledge.	<ul style="list-style-type: none"> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Unit 1</a>, Pg. 83 Pat-a-cake: Dough Time</li> <li><a href="#">Unit 4</a>, Pg. 86 Fish Investigation</li> <li><a href="#">Unit 5</a>, Pg. 214 Set the Table, Please</li> </ul>

Georgia Standards	Waterford Digital Activities	Waterford Resources
<b>2: PROBLEM SOLVING</b>		
<b>CD-CP3: The child will demonstrate problem-solving skills.</b>		
<b>CD-CP3.4a</b> Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• <a href="#">Unit 1</a>, Pg. 18 Afternoon Centers</li> <li>• <a href="#">Unit 1</a>, Pg. 50 Follow the Apples Investigation</li> <li>• <a href="#">Unit 1</a>, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• <a href="#">Unit 1</a>, Pg. 110 Plan, Do, Review</li> <li>• <a href="#">Unit 5</a>, Pg. 134 Dramatic Play: Dinosaur Dig</li> </ul>
<b>CD-CP3.4b</b> Uses both familiar and new strategies to solve a problem.	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3</a>, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> <li>• <a href="#">Unit 4</a>, Pg. 19 Stack, Slide, Roll</li> <li>• <a href="#">Unit 5</a>, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• <a href="#">Unit 6</a>, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>• <a href="#">Unit 6</a>, Pg. 121 Problem Solving: Fair Division</li> </ul>
<b>CD-CP3.4c</b> With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1</a>, Pg. 15 Good Friends: Me and My Bear</li> <li>• <a href="#">Unit 6</a>, Pg. 107 How to Solve a Problem</li> </ul>

## Pre-Reading

### Sing a Rhyme Songs & Books

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

### Early Readable Books

At Bat / The Map / Rad Dad / My Tam-Tam / Go, Cam! / Pop / The Hot Pot / A Kit for the Pit / Big Dog Dot / A Big Win / I See You

## Basic Reading

### Traditional Tales and Stories

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

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? / Dev 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? / 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? / Dev 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 / 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

### Informational Books

The Piñata Book / Discovering Dinosaurs / Treasures from the Loom / The Courage to Learn / Bee's Secret / Sound / White-tailed Deer / Water / 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

### Readable Story Sentences

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.](#)*

## Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.



# Family Engagement Resources

## Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→family.waterford.org](https://family.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 / S: Eensy, Weensy Spider / 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 Has Some 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 / Charley Chick / 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/UCqK8t0R0Y0Y0Y0Y0Y0Y0Y0Y0).

## 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).*