Waterford.org

Alignment
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99.5% Aligned

Waterford Upstart

Connecticut Early Learning and Development Standards 2025

*Alignment content includes a sampling of Waterford Digital Activities and Resources

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This document provides a detailed alignment of **Waterford Early Learning** to **Connecticut Early Learning and Development Standards 2025.**

Alignment Description

This document aligns Connecticut Early Learning and Development Standards to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

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.

- **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.

Table of Contents

Table of Contents

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Cognition (COG)		
Strand A: Early Learning experiences will support children to develop effective approaches to learning.		
A1. Curiosity and Initiative		
SE D3: Builds confidence to take some risks in trying new behaviors/skills Shows motivation to seek information and overcome challenges	• Songs: The Scientific Method • Science Investigation • Science Tools • Magnets	
A2. Engagement with Environment, People, and Objects		
Engages in sustained exploration in topics of interest, using multiple methods for gathering information with adult support	• 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 • Science Investigation • Magnets	
A3. Cooperation with Peers in Learning Experiences		
Plans and practices turn-taking, listening, and sharing with others in group learning activities LL C1: Engages in extended conversation / discussion during play	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	
Strand B: Early Learning experiences will support children to use logic and reasoning.		
B1. Cause and Effect		
Experiments with multiple uses of same materials, serving and reflecting on differing results	• Songs: Five Senses; Vertebrates Birds; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
B2. Attributes, Sorting, and Patterns		
Compares characteristics of objects, people, events (e.g., taller, louder, more, less)	• Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Books: Buttons, Buttons • Big and Little • Heavy and Light • Tall and Short • Large Small Toys • Big Little Animals	
Uses familiar patterns or routines to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will…)	• Books: Milton's Mittens • Calendar • Yesterday/Tomorrow • Patterns	
Seeks understanding by comparing and questioning information from different sources (e.g., when the teacher shares information with class, says, "But my dad says…")	• 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	
B3. Problem Solving		
Tries a few strategies to solve a problem and draws on different resources (e.g., looks at what a peer is doing for ideas); reflects on what worked and what didn't work	• 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 • Science Investigation	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
B4. Symbolic Representation		
Occasionally uses objects that are not similar to represent other objects in play or performs an action with an imaginary object (e.g., use stirring action without anything in hand)	• Soup's On • Perfect Present	
Engages in longer pretend play scenarios and recognizes the difference between pretend play and reality	• Real and Make-believe • Papa's Play	
Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., draws a map of their room using simple shapes to represent objects)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Strand C: Early Learning experiences will support children to strengthen executive function.		
C1. Choosing and Planning		
Creates a plan for play or task that has goals and choices, then reflects on what they actually did	• Books: I Want to Be a Scientist Like Wilbur and Orville Wright	
C2. Task Persistence		
Completes longer term and more complex tasks with a focus on the goal, adjusting for mistakes and overcoming frustration	Waterford runs 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.	

3

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
C3. Cognitive Flexibility		
Exhibits greater independence in adjusting thinking and behavior, based on changing situations. May support peers in adjusting, encouraging them to adapt and engage under new circumstances	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Expands pretend play by creating new scenarios, adapting to changes in roles and dilemmas, and considers others ideas	• Clubhouse • Marmot's Basket • Pretend Play	
C4. Working Memory		
Waits turn and shares personal experience related to a topic of group discussion	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules on topics that encourage children to contribute personal experiences.	
Engages in games that involve remembering (e.g., lotto)	• Clubhouse • Marmot's Basket • Pretend Play	
Remembers and follows basic rules, actions, or routines during daily activities or pretend play, sometimes needing adult prompts	• Clubhouse • Marmot's Basket • Pretend Play	
Holds multiple play ideas in mind, recalling and building on past play events/schemes	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
C5. Regulation of Attention		
Engages in preferred and some nonpreferred activities for longer periods of time; remain with some high-interest activities 15 minutes or longer	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	
Stays engaged in extended play schemes/scenarios and negotiates roles with peers	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."	
C6. Regulation of Impulses		
Typically resists impulses during daily routines	• Party Time • Soup's On!	***Family Resources in English or Spanish*** • Teaching Children Manners • Good Playing Rules
Uses strategies they have learned to help wait for things they want (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	• It's Not Fair! • Do I Have To?	***Family Resources in English or Spanish*** • Relationship Skills

Social and Emotional Development (SE)

Strand A: Early Learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
A1. Trusting Relationships		
Seeks trusted adults or peers for support related to a social, emotional, or behavioral situation; may seek help or approval from less familiar adults in trusted roles (e.g., new teachers)	• It's Not Fair! • Do I Have To? • Squirrel's Blocks	***Family Resources in English or Spanish*** • Trusted Adults • Community Helpers

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
A2. Managing Separation		
Explores new but predictable settings (e.g., a new playground, classroom, home settings, or store), and adapts to changes in new settings but may need to check in with preferred, trusted adults at times		***Family Resources in English or Spanish*** • Trusted Adults • Community Helpers
Strand B: Early Learning experiences will support children to develop self-regulation.		
B1. Regulation of Emotions and Behavior		
With little prompting; seeks help as needed, talking about strategies with peers, family or teachers, attempts learned strategies to calm self across situations when dealing with upsetting emotions	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."	
Expresses emotions in a way that aligns with the social norms of the setting (e.g., may cry more loudly at home then in a quiet setting, expressed excitement more loudly when outside)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
With adult support, identifies social norms and safety considerations that guide behavior including personal space	• It's Not Fair! • Do I Have To? • Lost and Found • Squirrel's Blocks • Lost Dinosaur	
B2. Following Routines		
Remembers and follows daily routines with little support and adjusts to minor changes in rules and routines	• It's Not Fair! • Do I Have To? • Lost and Found • Squirrel's Blocks • Lost Dinosaur	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand C: Early Learning experiences will support children to develop, express, recognize and respond to emotions.		
C1. Emotional Expression		
Expresses and describes emotions and feelings clearly to trusted adults and peers, using language and social cues in line with developmentally appropriate expectations for the setting	• Do I Have To? • Lost Dinosaur • Squirrel Blocks • Clubhouse • Lost Keys • Where's Papa? • Lost and Found • Broken Vase • Come Inside	
Understands that words, voice tone, and body language are a part of communicating and impact relationships	• Books: Thump, Bump!; The Noise in the Night • Do I Have To? • It's Not Fair! • Lost and Found • My Family • Soup's On! • Broken Lamp • Baby's Ball	***Family Resources in English or Spanish*** • Emotion Cards • Guess How I'm Feeling • Panda and Tornado
C2. Recognizing and Responding to Emotions		
Shows empathy: Recognizes and acknowledges the feelings, needs, and rights of others (e.g., says "thank you", shares with others, notices issues of fairness)	• Do I Have To? • Baby's Blocks • Boo Hoo Baby	***Family Resources in English or Spanish*** • Please and Thank You • Teaching Children Manners
Begins to understand that different people may have different emotional reactions and is learning to respond with empathy or appropriate behavior based on others' feelings	• Boo Hoo Baby • Musical Mayhem • Baby's Ball • Papa's Thumb	

7

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand D: Early Learning experiences will support children to develop self-awareness, self-concept and competence.		
D1. Sense of Self		
Identifies self as an individual and as a part of a group; shares personal characteristics and roles within a group (e.g., "I'm ------'s big sister", "I'm in _____'s class")	• Books: Mine; José Three • My Family • My Name Is Squirrel	
D2. Personal Preferences		
Describes self by referring to preferences, thoughts, feelings, and cultural characteristics; describes attributes of self and others	• Books: Lumpy Mush; Ooey, Gooey Mud; I Hate Peas; Bad News Shoes	
D3. Self-Concept and Competency		
Shows pride in own actions/work and makes positive statements about self	• Dinner Time • The Picnic	
Begins to take the social and personal results of their actions into consideration when making decisions	• Perfect Present • Squirrel's Sketches • Mama's Melody • The Picnic	
Strand E: Early learning experiences will support children to develop social relationships.		
E1. Interacting with Adults		
Uses behaviors aligned with setting expectations and routines with most adults; generally following directions, offering help, andis interested in responding to limits.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
E2. Interacting with Peers		
Cooperates with peers through sharing and taking turns and working together	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
Shows a growing interest in peer interactions and friendships by adapting behavior to build and strengthen positive	• Clubhouse • Marmot's Basket • Musical Mayhem	
Seeks help from peers and offers assistance when it is appropriate	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
E3. Conflict Resolution		
Engages in developing solutions to resolve conflicts with peers; listening, discussing solutions, compromising, and restoring relationships	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Discusses strategies to resolve conflict; may suggest strategies when peers have a conflict	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.	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Physical Development and Health (PDH)		
Strand A: Early Learning experiences will support children to develop gross motor skills.		
A1. Mobility		
Alternates direction while running and stops without losing balance	• Songs: Health • Books: We All Exercise	• Move and Groove–Fun Movements for Young Learners
Navigates through home, school, and play environments with ease, balancing on one foot briefly, going up and down stairs, climbs, etc.	• Songs: Health • Books: We All Exercise • Exercise and Rest	
A2. Large Muscle Movement and Coordination		
Combines more complex motor movements in a coordinated manner (e.g., climbs on playground equipment, gallops, skips, plays hopscotch, pumps a swing)		***Family Resources in English or Spanish*** • Yoga Booklet • Move and Groove–Fun Movements for Young Learners
Bends, dances, twists, walks on narrow surface while maintaining balance	• Songs: Head, Shoulders, Knees, and Toes	***Family Resources in English or Spanish*** • Yoga Booklet
Peddles a wheeled toy and steers smoothly		***Family Resources in English or Spanish*** • Yoga Booklet
Throws overhand with accuracy for short distances, rotating body and shifting weight on feet	• Songs: Health • Books: We All Exercise • Exercise and Rest	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand B: Early Learning experiences will support children to develop fine motor skills.		
B1. Visual Motor Integration		
Coordinates movements to achieve a goal, (e.g., drawing and cutting a shape, stringing beads, buttoning)	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.	
B2. Small Muscle Movements and Coordination		
Uses controlled and coordinated movements to copy simple shapes, write some letters, cut out simple shapes, and fasten buttons	• Dots, Lines, and Circles • Letter Pictures • Letter Trace	
Uses a mature pencil grasp with three fingers on writing implement	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.	
Strand C: Early Learning experiences will support children to acquire adaptive skills.		
C1. Feeding Routines and Nutrition		
Uses a butter knife to spread and cut; opens most containers to remove food		
C2. Safety and Decision Making		
Understands the reason for most basic safety rules at home, in familiar settings and in the community	• Songs: Sun Blues; Storms	***Family Resources in English or Spanish*** • Emergency Preparedness for Kids • Fire Safety for Kids
C3. Dressing and Hygiene		
Usually handles own dressing, toileting and basic hygiene	• Books: The Germs • Avoid Germs and Prevent Illness	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand D: Early Learning experiences will support children to maintain physical health status and well-being.		
D1. Physical Activity		
Has increasing strength and endurance allowing them to actively engage in a total of 60 minutes of moderate to vigorous physical activity spread over the course of a day		***Family Resources in English or Spanish*** • Yoga Booklet
D2. Healthy Behaviors		
Talks about healthy behaviors and why they are important	• Songs: Health • Books: The Germs; We All Exercise • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food	
Language and Literacy (LL)		
Strand A: Early Learning experiences will support children to understand language (receptive language).		
A1. Understanding Words		
Understands different types of words that convey more specific information about objects, actions and attributes in real situations and symbolic contexts (e.g., books, pretend play)	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
Figures out the meaning of unknown words/concepts using the context of conversations, pictures, or concrete objects	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
A2. Understanding Language		
Understands sentences that include three-four concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.") in the context of planned activities and/or interactive storytelling	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often listening to complex sentences and following multi-step directions.	
Understands common language used to refer to objects, actions, and attributes, during conversations, when listening to and following directions, listening to stories, etc.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules as they develop ideas and communicate in complete sentences.	
Strand B: Early Learning experiences will support children to use language (expressive language).		
B1. Vocabulary		
Uses a greater range and variety of specific words for objects, actions, and attributes encountered in real situations and symbolic contexts (e.g., books, pretend play)	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	
Uses more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
B2. Expression of Ideas, Feelings and Needs		
Describes objects, events, and relationships in more detail (e.g., describes how things relate to each other using position words such as "under" or "beside" and comparative words such as "bigger" or "longer")	• Songs: Positioning; Get Over the Bugs; Monster Trucks; Large, Larger, Largest; Savanna Size • Books: Up in the Air • Vocabulary • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last • Heavy and Light • Tall and Short	
B3. Language Structure		
Uses basic grammar rules including subject verb agreement, tenses, regular and irregular past tense, irregular plurals	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar, with appropriate conversation rules, as they communicate in complete sentences.	
B3. Language Structure *continued*		
Uses sentences that are more complex, combining phrases, using conjunctions (e.g., and, or, because) and generally using rules of grammar	• Songs: Adjectives Describe • Vocabulary • Build Knowledge	
Strand C: Early Learning experiences will support children to use language for social interaction		
C1. Engaging in Conversation		
Engages in longer conversations involving statements, questions, and answers about a topic	Social-emotional videos model conversations initiated by various characters as they develop ideas and ask and answer relevant questions.	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
C2. Language for Interaction		
Uses language to share ideas and gain information	• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras • Science Investigation	
Makes connections between new information and prior knowledge in conversations	Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are Do I Have To? and It's Not Fair.	
Engages in discussions with adults and peers to resolve conflict, problem solve, negotiate, and plan	Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are Do I Have To? and It's Not Fair.	
Strand D: Early Learning experiences will support children to gain book appreciation and knowledge.		
D1. Engaging with Text		
Independently chooses to "read" books based on interests, including fiction and nonfiction	• Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books • Early Readable Books (See titles at end of document.)	
Engages in conversations about text, asking and answering questions, and sharing connections from personal experience	• Find An Answer • Picture Clues • Sum Up: Five Ws	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
D2. Understanding books (stories or informational text)		
With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	• Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • What Comes Next?	
Makes simple inferences about character motivation and/or predicts what might happen next in a story	• Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.)	
Identifies main components of a story or text (the major plot points of a story or the main topic of an informational text)	• Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Step Into the Story • Making Connections	
Uses connections between self and character, experiences, and emotions to increase comprehension	• Making Connections	• Connect to Me

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand E: Early Learning experiences will support children to gain knowledge of print and its uses.		
E1. Book Concepts		
Know how books are read (e.g., left to right, top to bottom, front to back)	• Read with Me Books • Informational Books • Early Readable Books (See titles at end of document.) • Print Concepts • Print Directionality	
Uses the cover of a book to gain information about the book's content (e.g., looks at picture, asks what the title of the book is)	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	
Knows that books have titles, authors, illustrators or photographers	• Print Concepts • Letters Make Words • Words tell about the Pictures	
E2. Print Concepts		
Recognizes words as a unit of print and that letters are grouped to form words	• Print Concepts • Letters Make Words • Words Tell about the Pictures • Words in Your World	
Follows words from left to right with finger	• Sound Songs • Distinguish Letters • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
E2. Print Concepts concepts		
Identifies some familiar printed words during play, even in new contexts (e.g., a word used during snack time that they now in the dramatic play area)	• ABC Songs • Letter Sound • Letters Introduction • Letter Pictures • Name That Letter • Fast Letter Fun • Letter Checker	
Begins to use awareness of letter sounds to identify words in text	• ABC Songs • Letter Sound • Letters Introduction • Letter Pictures • Name That Letter • Fast Letter Fun • Letter Checker	
E3. Letter Knowledge		
Identifies the most common sounds and keywords beginning with those sounds for some letters	• ABC Songs • Letter Match • Distinguish Letters • Letter Checker • Fast Letter Fun • Find the Letter • Name That Letter	
Recognizes and names at least half of the upper and lowercase letters of the alphabet, including letters in their first and last name and those they often see in learning environments	• Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand F: Early learning experiences will support children to develop awareness of the sounds of language.		
F1. Phonological Awareness		
Produces rhyming words	• Rhyming Words • Rhyme • Finish the Picture • One Doesn't Rhyme • Initial Sound • Right Initial Sound	
Produces words with same initial sound	• Initial Sound • Right Initial Sound	
Distinguishes syllables in words	• Syllables • Syllable Safari	
Identifies initial sounds in spoken words	• Initial Sound	
When provided with two sounds, is able to blend into a word (E.g., /n/ and /o/ make "no")	• Blend Onset/Rime Sounds • Blending • Blending Riddles • Phoneme Segmentation • Blending Dragon • Blend Every Sound (Phonemes) • Blend Phonemes • Find the Picture	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand G: Early Learning experiences will support children to convey meaning through drawing, letters and words.		
G1. Drawing and Writing		
Writes letter-like shapes to represent their name (e.g. signs in when arriving at school, puts name on artwork)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Tries to write or copy words that are meaningful to them (e.g., labeling a picture, making a sign or card), with early attempts at spelling. May use 1 letter for the initial or final sound to represent a whole word	• Dots, Lines, and Circles • Letter Pictures • Letter Trace	
Dictates a short story or message for an adult to write	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Creative Arts (CA)		
Strand A: Early Learning experiences will support children to perform and create art.		
A1. Music Exploration and Expression		
Creates new musical ideas with voices/instruments (e.g., applies new words, adds instruments to a familiar song)	• Sing a Rhyme Songs/Books (See titles at end of document.) • Mama's Melody	
Creates own music (e.g., hums, sings, creates rhythms, etc.)	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	
Plays with familiar rhythms and patterns in a novel way (e.g., experiments with high/low pitch and loud/soft dynamics	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.	***Family Resources in English or Spanish*** • Hi! Notes

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
A2. Visual Arts and Creative Exploration		
Uses a variety of tools and materials to create original work to express individual creativity	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
A3. Drama: Role Play and Storytelling		
Assumes elaborate roles in dramatic play (e.g., plays multiple roles or may stay in character for extended periods of time)	• Papa's Play	***Family Resources in English or Spanish*** • Role Play • What Would You Do?
Uses materials and props in unique ways and is creative in finding and using materials as props desired for dramatic play	• Papa's Play	***Family Resources in English or Spanish*** • Role Play • What Would You Do?
A4. Dance: Movement and Physical Expression		
Uses multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., uses movement to represent leaves falling off trees – sways arms, wiggles fingers, stretches, falls to ground)	• Baby's Ballet • Mama's Melody	***Family Resources in English or Spanish*** • Hi! Notes
Strand B: Early Learning experiences will support children to respond and connect to the arts.		
B1. Responding and Connecting to Music		
Describes similarities and differences in music selections	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
B2. Responding and Connecting to Visual Arts		
Observes and discusses visual art forms and compares similarities and differences (e.g., uses a lot of colors and the paint is thick; sculpture is bumpy)	• Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
B3. Responding and Connecting to Dance		
Recognizes an emotion expressed in a dance movement	• Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	
B4. Responding and Connecting to Dramatic Arts		
With guidance, identifies the emotional responses of characters in dramatic play, role playing and story telling	• Pretend Play • Clubhouse • Marmot's Basket	***Family Resources in English or Spanish*** • Role Play • What Would You Do?

Mathematics (M)

Strand A: Early Learning experiences will support children to understand counting and cardinality.

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
A1. Number Names		
Recites numbers up to at least 20	• Number Songs • Counting Songs • Number Counting • Order Numbers • Number Instruction • Counting Puzzle	
Recites numbers forward beginning with any number between 1 and 10	• Counting Songs • Number Instruction • Match Numbers • Bug Bits	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
A2. Cardinality		
Counts up to ten objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	• Number Songs • Counting Songs • Math Books (See titles at end of document.) • One-to-one Correspondence • Number Counting • Order Numbers • Number Instruction • Make and Count Groups	
Count out a set of objects up to 5	• Counting Songs • Number Books • Number Instruction • Number Counting • Make and Count Groups	
A3. Written Numerals		
Recognize written numerals up to at least 10	• Number Songs • Counting Songs • Math Books (See titles at end of document.) • Number Instruction	
Writes numbers 1-5 in the context of experiences, (e.g., child writes 3 when a friend in dramatic play wants to buy 3 apples)	• Counting Songs • Number Instruction • Make and Count Groups • Number Practice	
A4. Recognition of Quantity		
Quickly recognizes and names, without counting, the number of objects in collections of up to at least 5 items	• Moving Target (Dot) • Bug Fun	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
A5. Comparison		
Compares sets of up to ten objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	• Songs: Greater Than, Less Than; More Than, Fewer Than • Books: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than	
Can identify which of the written numerals 1-5 is more or less	• Songs: Greater Than, Less Than; More Than, Fewer Than • Books: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than	
Strand B: Early Learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).		
B1. Number Operations		
Uses real-world situations and concrete objects to add (e.g., putting together) and subtract (e.g., taking away) problems up through 5	• Songs: Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars • Books: Five Delicious Muffins • Make and Count Groups • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups	
Can compose number combinations up to at least 5 (e.g., recognize how many have been secretly taken away from a group of 5 objects)	• Sums to 5 • Add Groups • Minuends to 5 • Subtract From 5 • Subtract Groups	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand C: Early Learning experiences will support children to understand the attributes and relative properties of objects.		
C1. Measurement		
Compares 2 or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)	• Songs: Savanna Size; Large, Larger, Largest • Books: Buttons, Buttons • Make Comparisons • Big and Little • Short and Tall • Heavy and Light • Length • Capacity	
Begins to use strategies standard and nonstandard measurement tools to measure the length or height of objects	• Songs: Measuring Plants • Capacity • Length • Weight	
C2. Data		
Represent data using a concrete object, pictures, or tally marks	• Weather • Calendar/Graph Weather • Science Observation: From Egg to Chick	
C3. Sorting, Classifying, and Patterning		
Sorts a set of objects on the basis of 1 feature (e.g., size or color) and is able to switch and describe the sorting rule	• Songs: All Sorts of Laundry • Books: Buttons, Buttons • Sort • Order Size • Big and Little • Short and Tall • Heavy and Light	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
C3. Sorting, Classifying, and Patterning *continued*		
Creates, extends, and/or duplicates simple repeating patterns with objects, numbers, sounds and movements (e.g., ABAB, AABAAB, ABCABC, ABBABB patterns)	• Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC	
Strand D: Early Learning experiences will support children to understand shapes and spatial relationships.		
D1. Spatial Relationships		
Uses relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	• Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through	
D2. Identification of Shapes		
Identifies and describes a variety of two-dimensional and three-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Space Shapes • Solid Shapes	
D3. Composition of Shapes		
Completes a shape puzzle or a new figure by putting multiple shapes together with purpose	• Tangrams	

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Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Science (S)		
Strand A: Early Learning experiences will support children to apply scientific practices.		
A1. Questioning and Defining Problems		
Defines a problem to be solved, including details and restrictions (e.g., "We need to make something for the bird food, but we have to hang it so the squirrels can't get it")	• Songs: The Scientific Method • Science Investigation • Science Tools	• Role Play • Waiting Game
A2. Investigating		
Plans and carries out investigations with increasing purpose and organization (e.g. designing ramps of different heights, testing how far objects travel and documents results with drawing or graphs)	• Songs: The Scientific Method; The Five Senses • Science Investigation	
A3. Using Evidence		
Gives evidence from observations or investigations	• Songs: The Scientific Method • Science Tools • Science Investigation • Science Observation: From Egg to Chick	
Begins to distinguish evidence from opinion	• Songs: The Scientific Method • Books: Milton's Mittens; One More Cat • Science Tools • Science Investigation • Science Observation: From Egg to Chick	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand B: Early Learning experiences will support children to engage in the process of engineering.		
B1. Design Cycle		
With adult support, Identifies a problem with an item or process, defines what is not working and creates a new design, tests out various solutions and refines design elements	• Songs: The Scientific Method • Science Investigation • Science Tools	
Strand C: Early Learning experiences will support children to understand patterns, process and relationships of living things.		
C1. Unity and Diversity of Life		
Groups and classifies living things based upon features, providing evidence to support groupings	• Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals • Birds • Fish • Amphibians • Reptiles	
Demonstrates an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	• Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals • Birds • Fish • Amphibians • Reptiles • Plants	
C2. Living Things and Their Interactions with the Environment and Each Other		
Describes how animals depend on plants and other animals for food	• Songs: Food from Plants; What Animals Eat • Books: Follow the Apples! • Food from Plants	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
Strand D: Early Learning experiences will support children to understand physical sciences.		
D1. Energy, Force and Motion		
Make predictions and conduct simple experiments to change direction, speed and distance objects move	• Songs: The Scientific Method; Push and Pull • Books: Mr. Mario's Neighborhood • Push and Pull	
Determine cause and effect of push/pull/collision that makes objects, start, stop and change direction	• Songs: Push and Pull • Books: Mr. Mario's Neighborhood • Push and Pull	
D2. Matter and its Properties		
Evaluates the appropriateness of a material for a given purpose based upon its properties	• Materials • Magnets	
Observes how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside; plastic becomes brittle when it is left outside in the cold.)	• Songs: Precipitation; Solid or Liquid • Books: Pancakes Matter • Solid and Liquid	
Strand E: Early Learning experiences will support children to understand features of earth.		
E1. Earth's Features and the Effects of Weather and Water		
Gives examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)	• Songs: Seasons; Precipitation • Books: That's What I Like, a Book About Seasons; I Want to Be a Scientist Like Joanne Simpson • Weather • Clouds • Spring • Summer • Fall • Winter	

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
E2. Earth and Human Activity		
Explores how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)	• Songs: I am Part of All I See, Conservation, Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth	
Social Studies (SS)		
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.		
A1. Individual Development and Identity		
Understands that there are similarities and differences among people and families	• Books: Mine; Moving Day; George and Jack; Seeing Fingers; Noise? What Noise?	
A2. Culture		
Understands that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	• Sing Around the World Songs • Books: The Story Cloth; Treasures From the Loom; Lorenzo's Llama; Duc Tho Le's Birthday Present; Moving Day; Yangshi's Perimeter; Tortillas, Tortillas	
Strand B: Early Learning experiences will support children to learn about people and the environment.		
B1. Rules and Responsibilities		
Identifies rules and understands reasons for rules and laws in the home, cultural community, and/or classroom	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	***Family Resources in English or Spanish*** • Good Playing Rules

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
B2. People, Places and Environments		
Understands that people have a responsibility to take care of the environment through active participation in activities such as recycling	• Songs: Pollution Rap; I am Part of All I See; Conservation • Pollution and Recycling • Care of Water • Care of Earth	
Describes, draws or constructs aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	***Family Resources in English or Spanish*** • Exploring Your Home City with Your Children
B3. Contributing in a Democratic Society		
Completes jobs and shows an understanding of why certain responsibilities are important and participates in responsibilities at home, classroom, or community (e.g., cleaning up, caring for pets)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.		
C1. Individuals, Groups and Institutions		
Shows an awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras; My Reptile Hospital	***Family Resources in English or Spanish*** • Community Helpers • I Love My Hat • Role Play

Connecticut Standards	Waterford Digital Resources	Waterford Teacher Resources
C2. Economic Systems and Concepts		
Understands of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	• Songs: Money; Save Your Pennies • Books: Bugs For Sale; Fudge For Sale	
Identifies the difference between wants and needs	• Books: Eveybody Needs to Eat; Plants and Animals Need Air; Animals Need Water	
C3. Science, Technology and Society		
Recognizes that different tools and technology have an impact on our lives	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.	
Strand D: Early Learning experiences will support children to understand change over time.		
D1. Time, Continuity and Change		
Understands past, present, and future as it relates to one's self, family, and community	• Books: I Can't Wait; The Old Maple Tree • Today • Yesterday/Tomorrow	
Demonstrates a beginning understanding of change over time through discussing, representing or playing, about their own growth and family history	• Songs: Seasons • Books: That's What I Like: A Book About Seasons; I Can't Wait • Spring • Summer • Fall • Winter	

Books and Related Activities

Pre-Math and Science

Math Books

Zero In My Toybox / One Day on the Farm / Two Feet / Look for Three / Four Fine Friends / Grandpa's Great Athlete: A Book About 5 / Hide and Seek Six / Just Seven / Eight at the Lake / 9 Cat Night / Ten for My Machine / The Search for Eleven / The Tasty Number Twelve / Thirteen in My Garden / Fourteen Camel Caravan / Fifteen on a Spring Day / Dinner for Sixteen / The Seventeen Machine / Eighteen Carrot Stew / Nineteen Around the World / Twenty Clay Children / Poor Wandering 1 / Snowy Twos Day / 1, 2, 3, 4 in the Jungle / Give Me 5 / Suzy Ladybug / 7 Train / 8 Octopus Legs / Highway 9 / 10 Astronauts / When I Saw 11 / I Love the Number 12 / 13 Clues / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 20 Fingers and Toes

Science Books

That's What I Like: A Book about Seasons / I Want to Be a Scientist Like Jane Goodall / Mr. Mario's Neighborhood / Mela's Water Pot / I Want to Be a Scientist Like Wilbur and Orville Wright / Follow the Apples! / I Want to Be a Scientist Like George Washington Carver / Guess What I Am / Where in the World Would You Go Today? / Star Pictures / I Wish I Had Ears Like a Bat / Creepy Crawlers

Counting Songs

Marching Band Counting / Flower Counting / Country Counting / Funky Counting / Reggae Counting / Salsa Counting / Techno Counting / Bagpipe Counting / Counting on the Mountain

Number Songs

Count to 31 / Hotel 100 / Zero Is a Big Round Hole / Poor Wandering 1 / Snowy Twos Day / 1, 2, 3, 4 in the Jungle / Give Me 5 / Suzy Ladybug / 7 Train / 8 Octopus Legs / Highway 9 / 10 Astronauts / When I Saw 11 / I Love the Number 12 / 13 Clues / 14 Fish to Catch / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 19 On the Beach / 20 Fingers and Toes

Basic Math and Science

Math and Science Books

One More Cat / Can You Guess? A Story for Two Voices / I Want to Be a Scientist Like Antoni van Leeuwenhoek / Whatever the Weather / I Want to Be a Mathematician Like Sophie Germain / Water Is All Around / Mr. Romano's Secret: A Time Story / A Seed Grows / How Long is a Minute? / Marty's Mixed-up Mom / I Want to Be a Scientist Like Louis Pasteur / Pancakes Matter / Jump Rope Rhymes / Facts About Families / Fifteen Bayou Band / Hooray, Hooray for the One Hundredth Day! / Symmetry and Me / Animal Bodies / Everybody Needs to Eat / The Circus Came to Town / I Want to Be a Mathematician Like Thales / Bugs for Sale / Heads or Tails / Your Backyard / The Birds, the Beasts and the Bat / Halves and Fourths and Thirds / We All Exercise / Circus 20 / Red Rock, River Rock / Painting by Number / Navajo Beads / Where in the World Would You Go Today? / I Want to Be a Scientist Like Wilbur and Orville Wright

Fluent Math and Science

Math and Science Books

The Snow Project / Chloe's Cracker Caper / What Sounds Say / Fossils Under Our Feet / The Boonville Nine / I Want to Be a Scientist Like Alexander von Humboldt / I Want to Be a Scientist Like Marie Curie / I Want to Be a Scientist Like Stephen Hawking / George and Jack / The Old Maple Tree / A Dinosaur's First Day / I Want to Be a Scientist Like Isaac Newton / My Family Campout / I Want to Be a Scientist Like Thomas Edison / Warm Soup for Dedushka / How Did the Chicken Cross the Road? / Inventions All Around / The Beginning of Numbers / I Want to Be a Mathematician Like Ada Byron Lovelace / Lightning Bells / Tyrannosaurus X 1 / Halves and Fourths and Thirds / Navajo Beads / Red Rock, River Rock / I Want to Be a Mathematician Like Srinivasa Ramanujan / The Fraction Twins / Yangshi's Perimeter / I Want to Be a Mathematician Like Archimedes / Birds at My House / Painting by Number / The Fable Fair

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 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 / 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's Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / 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.

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
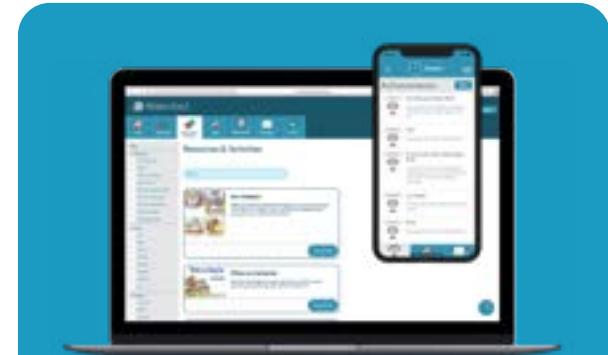
Waterford Family

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