



Alignment

February 2026

100%
Aligned

**Waterford
Upstart**

**GEORGIA EARLY
LEARNING AND
DEVELOPMENT
STANDARDS 2013**

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

Alignment Description

This document aligns GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 2013 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](#).

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Georgia Standards	Waterford Digital Activities	Waterford Family Resources
PHYSICAL DEVELOPMENT		
1: HEALTH AND WELL-BEING		
PDM1: The child will practice healthy and safe habits.		
PDM1.4a Stays awake and alert except during voluntary nap time	<ul style="list-style-type: none"> Exercise and Rest 	
PDM1.4b 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"> Songs: Health Books: We All Exercise Exercise and Rest 	
PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.	<ul style="list-style-type: none"> Songs: Storms; Sun Blues Books: The Germs Avoid Germs and Prevent Illness Germs Lightning Safety 	<ul style="list-style-type: none"> Emergency Preparedness for Kids Telephones Fire Safety Activities for Kids
PDM1.4d Communicates the importance of safety rules.	<ul style="list-style-type: none"> Songs: Storms; Sun Blues Books: The Germs Avoid Germs and Prevent Illness Germs Lightning Safety 	<ul style="list-style-type: none"> Emergency Preparedness for Kids Telephones Fire Safety Activities for Kids

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
PDM1: The child will practice healthy and safe habits continued.		
PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.	<ul style="list-style-type: none"> Songs: Health Books: The Germs; We All Exercise Avoid Germs and Prevent Illness Exercise and Rest Healthy Food 	
PDM1.4f Can name people who keep them safe and healthy.		<ul style="list-style-type: none"> Community Helpers
PDM2: The child will participate in activities related to nutrition.		
PDM2.4a Helps prepare nutritious snacks and meals.	<ul style="list-style-type: none"> Healthy Food 	
PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.	<ul style="list-style-type: none"> Songs: Food From Plants; Health Healthy Food Food From Plants 	
2: USE OF SENSES		
PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.		
PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.	<ul style="list-style-type: none"> Songs: Positioning Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Inside, Outside, Between Over, Under, and Through First, Middle, Last 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space <i>continued</i>.		
PDM3.4b Demonstrates spatial awareness through play activities.	<ul style="list-style-type: none"> • Songs: Monster Trucks • Books: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through • First, Middle, Last 	
PDM4: The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.		
PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	<ul style="list-style-type: none"> • Songs: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Touch • Hearing • Taste • Smell 	
PDM4.4b Takes things apart and invents new structures using the parts.	<ul style="list-style-type: none"> • Geoboard 	
3: MOTOR SKILLS		
PDM5: The child will demonstrate gross motor skills.		
PDM5.4a Coordinates movements to perform more complex tasks.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 69
PDM5.4b Demonstrates coordination and balance in a variety of activities.		<ul style="list-style-type: none"> • Yoga Poster

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
PDM6: The child will demonstrate fine motor skills.		
PDM6.4a 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.	
PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.	The daily use of a touch pad or mouse develops eye-hand coordination.	
PDM6.4c 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.	
SOCIAL AND EMOTIONAL DEVELOPMENT		
1: DEVELOPING A SENSE OF SELF		
SED1: The child will develop self-awareness.		
SED1.4a 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"> • My Family • Come Inside • Clubhouse • Soup's On • The Picnic 	
SED1.4b 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.	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
SED1: The child will develop self-awareness continued.		
SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	<ul style="list-style-type: none"> • My Name is Squirrel • Squirrel's Sketches • Soup's On! 	
SED1.4d Shows independence in his/her own choices.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present • Marmot's Basket • Clubhouse 	
SED2: The child will engage in self-expression.		
SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • Where's Papa? • Soup's On! • Do I Have To? • It's Not Fair! • Perfect Present • Party Time 	
SED2.4b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • Where's Papa? • Soup's On! • Do I Have To? • It's Not Fair! • Perfect Present • Party Time 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
SED2: The child will engage in self-expression continued.		
SED2.4c Uses pretend-play to show emotions of self and others.	<ul style="list-style-type: none"> Pretend Play 	
SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Soup's On! Boo Hoo Baby Lost and Found Where's Papa? 	
2: SELF-REGULATION		
SED3: The child will begin to demonstrate self-control.		
SED3.4a 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.	
SED3.4b 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.	
SED3.4c 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."	
SED3.4d Manages transitions and adapts to changes in schedules and routines independently.	<ul style="list-style-type: none"> Soup's On! 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
3: DEVELOPING A SENSE OF SELF WITH OTHERS		
SED4: The child will develop relationships and social skills with adults.		
SED4.4a Transitions well into new unfamiliar settings.	<ul style="list-style-type: none"> Party Time Soup's On! 	<ul style="list-style-type: none"> Good Playing Rules Teaching Children Manners
SED4.4b 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.	
SED4.4c Shows affection to familiar adults by using more complex words and actions.	<ul style="list-style-type: none"> Find Me! Where's Papa? 	
SED4.4d 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.	
SED5: The child will develop relationships and social skills with peers.		
SED5.4a 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.	
SED5.4b Plays cooperatively with a few peers for a sustained period of time.	<ul style="list-style-type: none"> Clubhouse Marmot's Basket 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
SED5: The child will develop relationships and social skills with peers continued.		
SED5.4c 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.	
SED5.4d 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.	
SED5.4e 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.	
APPROACHES TO PLAY AND LEARNING		
1: INITIATIVE AND EXPLORATION		
APL1: The child will demonstrate initiative and self-direction.		
APL1.4a Takes initiative to learn new concepts and try new experiences - Initiates and completes new tasks by himself/herself.	<ul style="list-style-type: none"> • Squirrel's Sketches • Science Investigation • Observe a Simple System 	
APL1.4b 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.	
APL1.4c Sets goals and develops and follows through on plans.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
APL2: The child will demonstrate interest and curiosity.		
APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.	<ul style="list-style-type: none"> 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 Build Knowledge 	
APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.	<ul style="list-style-type: none"> Science Investigation Build Knowledge 	
APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.	<ul style="list-style-type: none"> 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 Build Knowledge 	
2: ATTENTIVENESS AND PERSISTENCE		
APL3: The child will sustain attention to a specific activity and demonstrate persistence.		
APL3.4a 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.	
APL3.4b 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.	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
APL3: The child will sustain attention to a specific activity and demonstrate persistence continued.		
APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.	<ul style="list-style-type: none"> • Marmot's Basket • Musical Mayhem 	
APL3.4d 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.	
3: PLAY		
APL4: The child will engage in a progression of imaginative play.		
APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play • Real and Make-believe • Distinguish Between Fantasy and Reality 	
APL5: The child will demonstrate a cooperative and flexible approach to play and learning.		
APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.	<ul style="list-style-type: none"> • Marmot's Basket • Pretend Play 	
APL5.4b Demonstrates flexibility in taking on various roles in a group setting.	<ul style="list-style-type: none"> • Pretend Play 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
APL5: The child will demonstrate a cooperative and flexible approach to play and learning continued.		
APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.	<ul style="list-style-type: none"> 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 The Perfect Present Marmot's Basket Musical Mayhem 	
APL5.4d 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"> Books: Milton's Mittens Perfect Present 	<ul style="list-style-type: none"> Problem Solving
APL5.4e 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."	

COMMUNICATION, LANGUAGE AND LITERACY STANDARDS

1: RECEPTIVE LANGUAGE	CLL1: The child will listen to conversations and demonstrate comprehension.	
CLL1.4a 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.	
CLL1.4b 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.	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CLL1: The child will listen to conversations and demonstrate comprehension continued.		
CLL1.4c Extends/expands thoughts or ideas expressed.	<ul style="list-style-type: none"> • Marmot's Basket • Pretend Play • Perfect Present 	
CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.		
CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.	Activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.	
CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.	<ul style="list-style-type: none"> • Read With Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Vocabulary Instruction • Build Knowledge 	
2: EXPRESSIVE LANGUAGE		
CLL3: The child will use nonverbal communication for a variety of purposes.		
CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.	<ul style="list-style-type: none"> • Books: Seeing Fingers; Noise, What Noise? • Do I Have To? • It's Not Fair • Soup's On • Lost and Found • Boo Hoo Baby 	
CLL3.4b 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."	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CLL4: The child will use increasingly complex spoken language.		
CLL4.4a Uses spoken language that can be understood with ease.	Waterford activities introduce letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.	
CLL4.4b 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.	
CLL4.4c Describes activities, experiences, and stories with more detail.	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.	
CLL4.4d Uses new and expanded vocabulary in a variety of situations.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
3: EARLY READING		
CLL5: The child will acquire meaning from a variety of materials read to him/her.		
CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	<ul style="list-style-type: none"> • Making Connections • Build Knowledge • Peek at the Story 	
CLL5.4b Retells familiar stories.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Sum Up, Remember Order 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CLL5: The child will acquire meaning from a variety of materials read to him/her continued.		
CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.	<ul style="list-style-type: none"> Sum Up, Five Ws Compare Characters Sum Up, Remember Order Read With Me Books 	
CLL5.4d Makes real-world connections between stories and real-life experiences.	<ul style="list-style-type: none"> Making Connections Build Knowledge 	
CLL5.4e Develops an alternate ending for a story.	<ul style="list-style-type: none"> Making Connections Step Into the Story 	
CLL6: The child will develop early phonological awareness (awareness of the units of sound).		
CLL6.4a Listens and differentiates between sounds that are the same and different.	<ul style="list-style-type: none"> Letter Sound Songs Choose a Sound Letter Sound Name That Letter Sound Where is the Sound? 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 35 - 36
CLL6.4b Identifies and produces rhyming words.	<ul style="list-style-type: none"> Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme 	
CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 35 - 36
CLL6.4d Segments sentences into individual words.	<ul style="list-style-type: none"> Print Concepts Print Directionality 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CLL6: The child will develop early phonological awareness (awareness of the units of sound) continued.		
CLL6.4e Segments words into syllables.	<ul style="list-style-type: none"> • Syllables • Syllable Safari 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 37 - 40
CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.	<ul style="list-style-type: none"> • Blend Phonemes • Blend Every Sound (Phonemes) • Blending Dragon • Blending Riddles • Stick 'n' Spell 	
CLL7: The child will demonstrate increasing knowledge of the alphabet.		
CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Name That Letter • Hidden Letters 	
CLL8: The child will demonstrate awareness of print concepts.		
CLL8.4a 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"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books <p>(See titles at end of document.)</p>	
CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts • Print Directionality 	
CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.	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.	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CLL8: The child will demonstrate awareness of print concepts.		
CLL8.4d Recognizes and reads environmental print.	<ul style="list-style-type: none"> Words in Your World 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 31
CLL8.4e 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.	
4: EARLY WRITING		
CLL9: The child will use writing for a variety of purposes.		
CLL9.4a Draws pictures and copies letters and/or numbers to communicate.	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace 	
CLL9.4b Uses writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
CLL9.4c 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.	
CLL9.4d Writes some letters of the alphabet.	<ul style="list-style-type: none"> Letter Pictures Letter Trace 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE		
MATH		
1: NUMBER AND QUANTITY		
CD-MA1: The child will organize, represent, and build knowledge of number and quantity.		
CD-MA1.4a Recites numbers up to 20 in sequence.	<ul style="list-style-type: none"> Counting Songs Number Instruction Bug Bits 	
CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.	<ul style="list-style-type: none"> Math Books Number Songs (See titles at end of document.) Number Instruction 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 45 and 47
CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.	<ul style="list-style-type: none"> Math Books Number Songs (See titles at end of document.) Number Instruction Number Practice 	
CD-MA1.4d Describes sets as having more, less, same as/equal.	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Books: For the Birds Greater Than, Less Than More Than, Fewer Than 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-MA1: The child will organize, represent, and build knowledge of number and quantity <i>continued</i>.		
CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.	<ul style="list-style-type: none"> Moving Target (Dots) Match Numbers Make and Count Groups 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 46 and 48
CD-MA1.4f Tells numbers that come before and after a given number up to 10.	<ul style="list-style-type: none"> Songs: Counting Backward Number Line Count On Count Down Dot to Dot 	
CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity.		
CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Books: For the Birds Make and Count Groups More Than, Fewer Than 	
CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.	<ul style="list-style-type: none"> Make and Count Groups Bug Bits Match Numbers Number Instruction Number Counting 	
CD-MA2.4c Practices combining, separating and naming quantities.	<ul style="list-style-type: none"> Make and Count Groups Number Recognition and Sense Add Groups Act Out Addition Subtract Groups Act Out Subtraction 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity <i>continued</i>.		
CD-MA2.4d Describes data from classroom graphs using numerical math language.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System 	
CD-MA2.4e 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"> • Number Counting • Make and Count Groups • Match Numbers 	
2: MEASUREMENT AND COMPARISON		
CD-MA3: The child will explore and communicate about distance, weight, length, height and time.		
CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.	<ul style="list-style-type: none"> • Songs: Measuring Plants • Capacity • Length • Weight 	
CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.	<ul style="list-style-type: none"> • Songs: Savanna Size • Sort • Big and Little • Short and Tall • Heavy and Light 	
CD-MA3.4c 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"> • Songs: Measuring Plants • Capacity • Length • Weight 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-MA3: The child will explore and communicate about distance, weight, length, height and time continued.		
CD-MA3.4d Associates and describes the passage of time with actual events.	<ul style="list-style-type: none"> • Songs: The Moon • Books: Moon Song • Science Observation: From Egg to Chick • Moon Patterns 	
CD-MA4: The child will sort, seriate, classify and create patterns.		
CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest • Books: Buttons, Buttons • Sort • Order Size 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 61
CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Books: Buttons, Buttons • Order Size • Sort 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 61
CD-MA4.4c Creates and extends simple, repeating patterns.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 49 and 51

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
3: GEOMETRY AND SPATIAL THINKING		
CD-MA5: The child will explore, recognize and describe spatial relationships between objects.		
CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment - positions, distances, order.	<ul style="list-style-type: none"> • 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 	
CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.	<ul style="list-style-type: none"> • Tangrams • Puzzle Games 	
CD-MA6: The child will explore, recognize and describe shapes and shape concepts.		
CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes • Books: Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon 	
CD-MA6.4b Combines simple shapes to form new shapes.	<ul style="list-style-type: none"> • Simple Shapes • Geoboard 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
4: MATHEMATICAL REASONING		
CD-MA7: The child use mathematical problem solving, reasoning, estimation and communication.		
CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	<ul style="list-style-type: none"> • Songs: At the Market • Length 	
CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	<ul style="list-style-type: none"> • Make and Count Groups • Act Out Addition • Act Out Subtraction 	
CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	<ul style="list-style-type: none"> • Act Out Addition • Act Out Subtraction 	
SOCIAL STUDIES		
1: FAMILY		
CD-SSI: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.		
CD-SSI.4a Describes his/her family structure and family roles.	<ul style="list-style-type: none"> • My Family • Come Inside • Books: Jose Three 	
CD-SSI.4b Describes similarities and differences between self and others.	<ul style="list-style-type: none"> • Books: Mine; Moving Day; Seeing Fingers 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
2: PEOPLE AND COMMUNITY		
CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.		
CD-SS2.4a 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.	
CD-SS2.4b 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.	
CD-SS2.4c 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.	
CD-SS3: The child will demonstrate an awareness of geography in his/her community.		
CD-SS3.4a Creates simple representations of home, school and community.	<ul style="list-style-type: none"> • Create Your Own Environment 	
CD-SS3.4b Identifies and describes aspects of his/her community.	<ul style="list-style-type: none"> • Books: Your Backyard • Create Your Own Environment 	<ul style="list-style-type: none"> • Exploring Your Home City with Your Children

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-SS4: The child will demonstrate awareness of economics in his/her community.		
CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	<ul style="list-style-type: none"> Clubhouse Soup's On! Do I Have To? 	
CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.	<ul style="list-style-type: none"> Books: Follow the Apples 	<ul style="list-style-type: none"> Community Helpers
CD-SS4.4c Describes how people interact economically and the exchange of goods and services.	<ul style="list-style-type: none"> Songs: At the Market Books: Bugs For Sale; Follow the Apples, Bad News Shoes 	
CD-SS4.4d Explores the uses of technology and understands its role in the environment.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	
3: HISTORY AND EVENTS		
CD-SS5: The child will understand the passage of time and how events are related.		
CD-SS5.4a Recognizes and describes sequence of events with accuracy.	<ul style="list-style-type: none"> Songs: Sequencing Events Yesterday/Tomorrow Today Sum Up, Remember Order What Comes Next? 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-SS5: The child will understand the passage of time and how events are related <i>continued</i> .		
CD-SS5.4b Differentiates between past, present and future.	<ul style="list-style-type: none"> Books: The Watermelon Seed; Jose Three; I Can't Wait Today Yesterday/Tomorrow 	
SCIENCE		
1: SCIENTIFIC SKILLS AND METHODS		
CD-SC1: The child will demonstrate scientific inquiry skills.		
CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.	<ul style="list-style-type: none"> Songs: Five Senses Books: I Wish I Had Ears Like a Bat; Fawn Eyes Sight Hearing Touch Smell Taste 	
CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.	<ul style="list-style-type: none"> Songs: The Scientific Method Science Tools Science Investigation Observe a Simple System 	
CD-SC1.4c 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.	
CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.	<ul style="list-style-type: none"> Songs: The Scientific Method Scientific Investigation Science Tools 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
2: EARTH AND SPACE		
CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.		
CD-SC2.4a Describes properties of water, including changes to the states of water.	<ul style="list-style-type: none"> • Songs: Water; Precipitation; Water Cycle • Books: Water is All Around • States of Water • Heat Changes Water • Water Cycle 	
CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand and mud.	<ul style="list-style-type: none"> • Songs: Rocks • Books: Ooey, Gooey, Mud • Rocks • Soil 	
CD-SC2.4c 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"> • Songs: Seasons; Precipitation; Sun Blues; The Moon • Books: That's What I Like: a Book About Seasons; Star Pictures; Moon Song • Spring • Summer • Fall • Winter • Sun • Moon • Constellations • Clouds 	
CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Books: That's What I Like: a Book About Seasons Weather • Clouds • Spring • Summer • Fall • Winter 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
3: LIVING THINGS		
CD-SC3: The child will demonstrate knowledge related to living things and their environments.		
CD-SC3.4a Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.	<ul style="list-style-type: none">• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates• Books: I Want to Be a Scientist Like Jane Goodall; Guess What I Am; Creepy Crawlers• Mammals• Birds• Reptiles• Amphibians• Fish• Plants• Plant or Animal• Invertebrates• Insects• Spiders• Worms• Water• Food From Plants• Plants Need Water• Animals Need Water• Plants and Animals Need Air	
CD-SC3.4b Discriminates between living and non-living things.	<ul style="list-style-type: none">• Songs: Living and Nonliving;• Living or Nonliving	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-SC3: The child will demonstrate knowledge related to living things and their environments continued.		
CD-SC3.4c Identifies and describes the functions of many body parts.	<ul style="list-style-type: none"> Books: Fawn Eyes; Seeing Fingers Body Parts Parts of the Face Sight Hearing Touch Taste Smell 	
4: PHYSICAL SCIENCE		
CD-SC4: The child will demonstrate knowledge related to physical science.		
CD-SC4.4a Explores and describes position and movement of objects and toys.	<ul style="list-style-type: none"> Songs: Positioning; Get Over the Bugs; Monster Trucks Books: Up in the Air Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through Position Right, Left First, Middle, Last 	
CD-SC4.4b Investigates and describes different types or speeds of motion.	<ul style="list-style-type: none"> Songs: Push and Pull Books: Mr. Mario's Neighborhood Push and Pull 	
CD-SC4.4c Describes materials by their physical properties and states of matter.	<ul style="list-style-type: none"> Songs: Matter; Solid or Liquid Books: Pancakes Matter States of Water Solid and Liquid Materials Magnets 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-SC4: The child will demonstrate knowledge related to physical science continued.		
CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play.	<ul style="list-style-type: none"> Songs: Push and Pull Pretend Play Push and Pull 	
5: INTERACTION WITH THE ENVIRONMENT		
CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.		
CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.	<ul style="list-style-type: none"> Songs: I am Part of All I See, Conservation, Pollution Rap Pollution and Recycling Care of Water Care of Earth 	
CREATIVE DEVELOPMENT		
1: CREATIVE MOVEMENT AND DANCE		
CD-CR1: The child will participate in dance to express creativity.		
CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	<ul style="list-style-type: none"> Books: Movin' to the Music Time Baby's Ballet Mama's Melody 	
2: VISUAL ARTS		
CD-CR2: The child will create and explore visual art forms to develop artistic expression.		
CD-CR2.4a 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.	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-CR2: The child will create and explore visual art forms to develop artistic expression continued.		
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.	<ul style="list-style-type: none"> • Songs: The Painted Rooster • Squirrel's Sketches • Books: Lizard and the Painted Rock 	
CD-CR2.4c 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.	
3: MUSIC		
CD-CR3: The child will use his/her voice, instruments and objects to express creativity.		
CD-CR3.4a 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.	
4: DRAMA		
CD-CR4: The child will use dramatic play to express creativity.		
CD-CR4.4a Participates in dramatic play presentations.	<ul style="list-style-type: none"> • Papa's Play • Pretend Play 	
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	<ul style="list-style-type: none"> • Papa's Play • Pretend Play 	
CD-CR4.4c 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.	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-CR4: The child will use dramatic play to express creativity continued.		
CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play 	
COGNITIVE PROCESSES		
1: THINKING SKILLS		
CD-CP1: The child will demonstrate awareness of cause and effect.		
CD-CP1.4a Recognizes cause-and-effect relationships.	<ul style="list-style-type: none"> • Books: The Germs • Avoid Germs and Prevent Illness • Dinner Time • The Picnic • Boo Hoo Baby • Baby's Ball 	
CD-CP1.4b Explains why simple events occur using reasoning skills.	<ul style="list-style-type: none"> • Books: The Germs • Boo Hoo Baby • Where's Papa? • Soup's On! 	
CD-CP1.4c Draws conclusions based on facts and evidence.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Observe a Simple System • What Comes Next? 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
CD-CP2: The child will use prior knowledge to build new knowledge.		
CD-CP2.4a Explains how to use objects in new situations.	<ul style="list-style-type: none"> Perfect Present 	
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	<ul style="list-style-type: none"> Science Investigation Perfect Present Pretend Play 	
CD-CP2.4c 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.	
CD-CP2.4d Makes, checks and verifies predictions.	<ul style="list-style-type: none"> Songs: The Scientific Method Peek at the Story Find an Answer Predicting 	
CD-CP2.4e Explains how an activity is built on or uses past knowledge.	<ul style="list-style-type: none"> Build Knowledge 	

Georgia Standards	Waterford Digital Activities	Waterford Family Resources
2: PROBLEM SOLVING		
CD-CP3: The child will demonstrate problem-solving skills.		
CD-CP3.4a 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.	
CD-CP3.4b 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.	
CD-CP3.4c 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.	

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 / Bicky 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

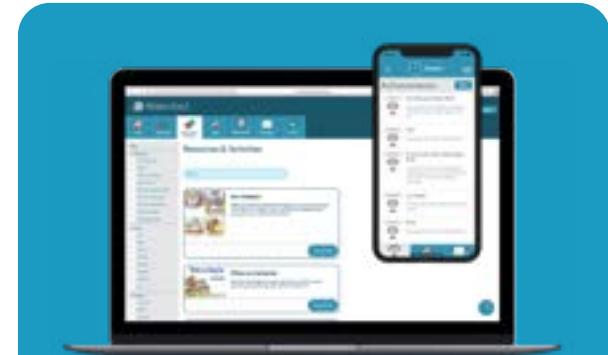
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

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).