



# Waterford.org

## Getting Started with Waterford Reading Academy



# Partner Success Advocates

PartnerSuccess@waterford.org



**Sheila Montierth**



**Sharee Wanner**



**Vanessa Newman**



**Mary Bates**



# Start with the End in Mind

- ✓ Tips for creating classroom [routines](#)
  - ✓ Learn how to [generate badges](#)
- 
- ✓ Learn how to view [dashboards](#) to monitor usage
  - ✓ Learn how to [generate reports](#)
  - ✓ Incorporate data from reports to [drive instruction](#), playlists
  - ✓ Where to go for Help





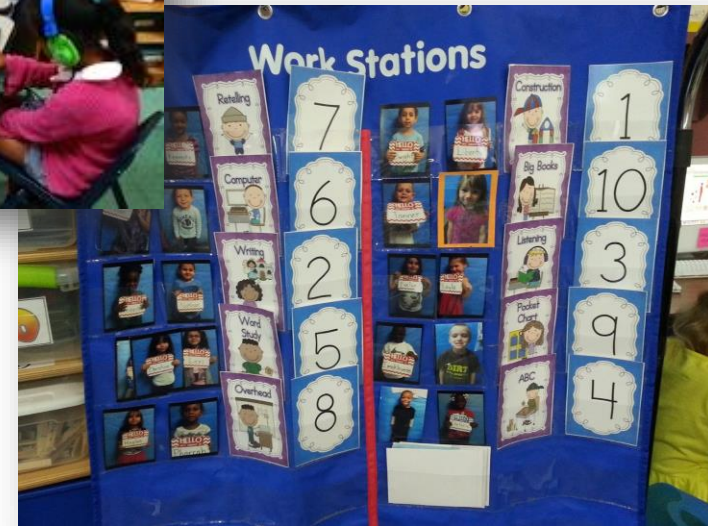
# Establish Classroom Routines

Same Time Everyday

Computer Lab

Classroom Learning Center

One to One





# Usage Shows Results



**PreK & K** = 15 minutes,  
5 days per week, per course

**1<sup>st</sup> & 2<sup>nd</sup> Grade** = 30 minutes,  
5 days per week, per course

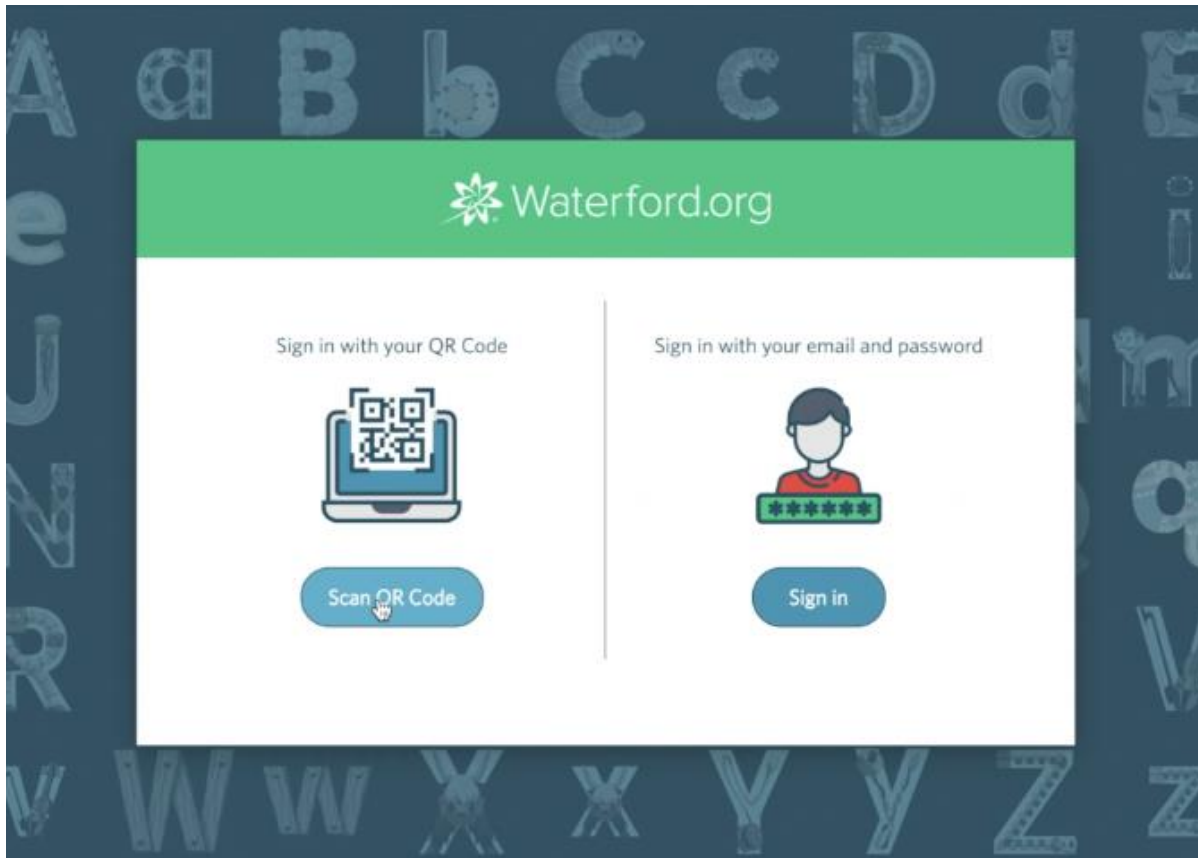


# Classroom Routines: Logging In

QR Badge



my.waterford.org



SSO: Clever,  
Classlink






# Logging in with a Badge


<p>Eddie Eggplant</p>  <p> Waterford.org</p>	<p>Daniel Date</p>  <p> Waterford.org</p>
<p>Carol Cabbage</p>  <p> Waterford.org</p>	<p>Annie Apple</p>  <p> Waterford.org</p>








# Waterford Reading Academy


  
Home


  
Dashboards


  
Reports


  
Students


  
Courses & Goals


  
Resources & Activities


  
Messages & Notifications


  
Profile


  
**Dashboards**  
Quick view of usage, progress and current status


  
**Reports**  
View detailed usage of your students

  
**Students**  
View and manage students

  
**Courses & Goals**  
Assign courses, assessments, and set goals


  
**Resources & Activities**  
View activities, playlists and books

  
**Messages & Notifications**  
Send and receive messages, view notifications

  
**Profile**  
Personal settings

**Help & Support**

[Help](#)





# Create Login Badge

Home

Dashboards

Reports


Students

Courses & Goals

Resources & Activities

Messages & Notifications

Profile




Dashboards

Quick view of usage, progress and current status



Reports

View detailed usage of your students




Students

View and manage students



Courses & Goals

Assign courses, assessments, and set goals



Resources & Activities


View activities, playlists and books



2

Messages & Notifications

Send and receive messages, view notifications




Profile

Personal settings

Help & Support

[Help](#)



 Waterford.org



# Printing QR Codes

Home

Dashboards

Reports

Students

Courses & Goals

Resources & Activities

Messages & Notifications

Profile

Filter









Schools

Classes

☐ Je

☒ Je

Cl

Harry Honeydew	Eddie Eggplant
	
	
Gail Grape	Frances Fennel
	
	

Please select one class and at least one student to enable the button below:

Mentor Code

Badges

on's WEL Class


Selected Students: 4

ts can login with a QR Code  
username & password.

Create Login Badge(s)

Revoke Login Badge(s)

If a student loses their code, click Revoke Login Badge(s) and then create a new one by clicking Create Login Badge.

 login-codes (1).pdf





Date: \_\_\_\_\_ Name: \_\_\_\_\_


## Progress Sheets

1 2 3 4 5





ROTATION SCHEDULE


Group	9:30-9:45	9:45-10:00	10:00-10:15	10:15-10:30
Group 1 (AT-RISK)	Meet with Teacher	Computers / Listening	Seat work	Stations
Group 2 (EMERGING)	Stations	Meet with Teacher	Computers / Listening	Seat work
Group 3 (CONCEPTUAL)	Seat work	Stations	Meet with Teacher	Computers / Listening
Group 4 (ADVANCED)	Computers / Listening	Seat work	Stations	Meet with Teacher


**Waterford | READING ACADEMY**


George Harrison (teacher)

**Home**

**Dashboards**

**Reports**

**Students**

**Courses & Goals**

**View**

☐ Classes

☒ Students

**Curriculum**

☒ Early Reading

☐ Early Math & Science

☐ SmartStart

**Filters**

☒ Classes

☒ Grade Level

☒ Primary Language

☒ Goal Status

Search...

**Anderson, Angie**

Today

23 of 20 minutes

This Week

88 of 80 minutes

4 of 4 days

Overall

64% Progress Completed

On Track\*

95% Objectives Mastered

3 Objectives Completed

15 Objectives Completed

**Brown, Brittany**

Today

of 15 minutes

This Week

26 of 75 minutes

3 of 5 days

0 Objectives Completed

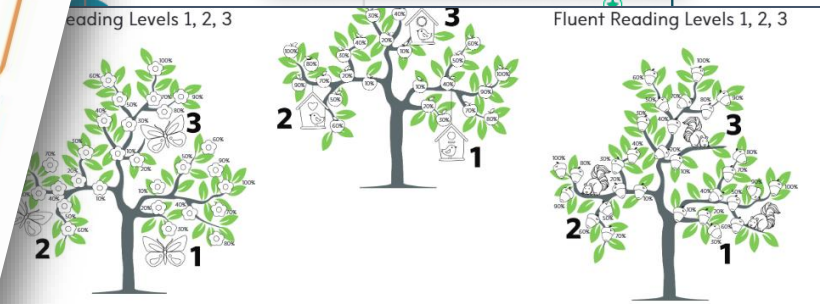
**Objectives Completed Recently**

Pip, the Big Pig: Readable Book 86% / 80%

Of, Unscramble Power Word 42% / 80%

Automaticity Set 10: -ip, -ig, -in 81% / 80%

To view more, open the Objective Details Report.





# Best Practices

- Headphones
- Location, location, location.  
Fewer distractions the better
- Timing  
Same time everyday for routine  
Sufficient block of time for full session
- Keep area clean  
No food/liquid around devices





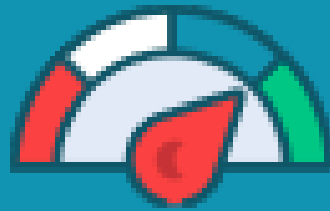
# Start with the End in Mind

- ✓ Tips for creating classroom [routines](#)
- ✓ Learn how to [generate badges](#)
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# Monitoring Progress



## Dashboards

Quick view of usage, progress and  
current status



# Dashboards



**Home**

**Dashboards**

**Reports**

**Students**

**Courses & Goals**

**Resources & Activities**

**Messages & Notifications**

**Profile**

**Dashboards**  
Quick view of usage, progress and current status

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View activities, playlists and books

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Send and receive messages, view notifications

**Profile**  
Personal settings

**Help & Support**

[Help](#)





## Summary

## Progress Graph

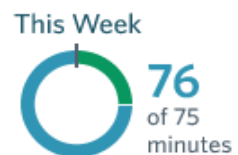
## Completion & Scores

\*The Overall Goal Status is calculated every two weeks. Last Updated: 10/18/2020 @12:01am  
Usage is updated hourly. Last Updated: 2:04pm

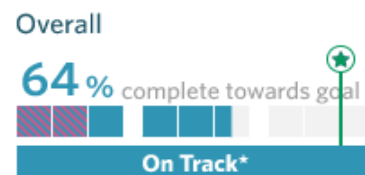
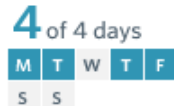
### Anderson, Angie



3 Objectives Completed



15 Objectives Completed



95% Objectives Mastered

### Brown, Brittany



0 Objectives Completed



0 Objectives Completed



42% Objectives Mastered

### Cook, Camille



4 Objectives Completed

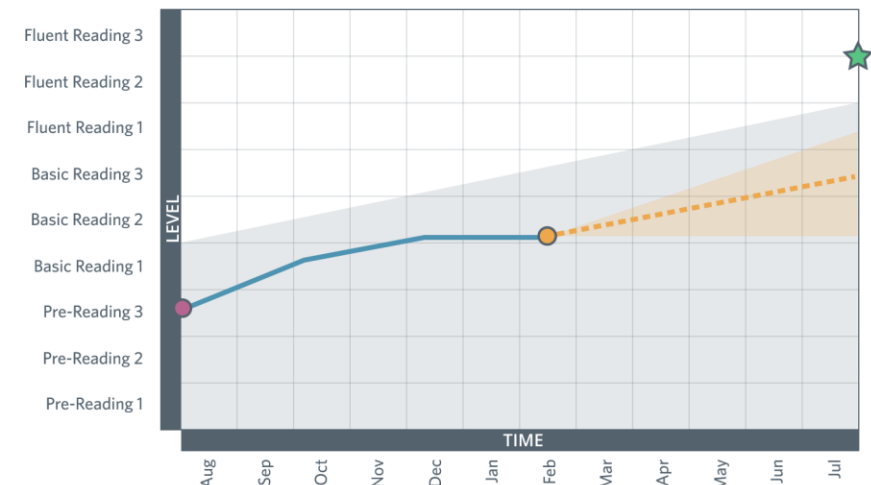


18 Objectives Completed



87% Objectives Mastered

### Brown, Brittany

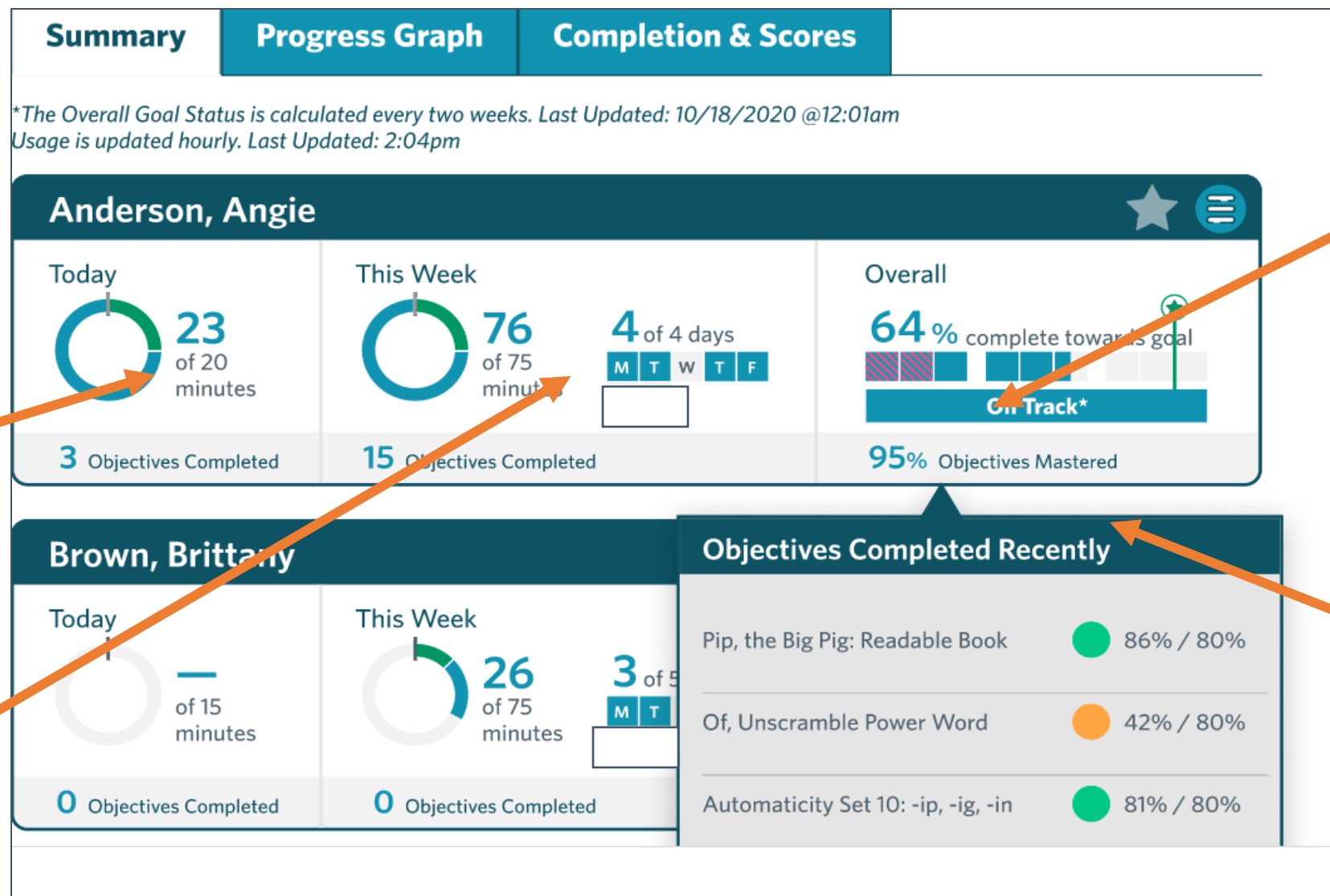


### Brown, Brittany

	Pre-Reading	Basic Reading	Fluent Reading	Average Score	Objectives Encountered	Objectives Mastered
Phonics	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	73%	124	87
Phonological Awareness	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	68%	35	21
Comprehension & Vocabulary	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	57%	16	7
Language Concepts	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	58%	17	8
Fluency	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	*	27	13
Overall				64%	219	136



# Educator Dashboards



How many **minutes** a student used Waterford **today**.

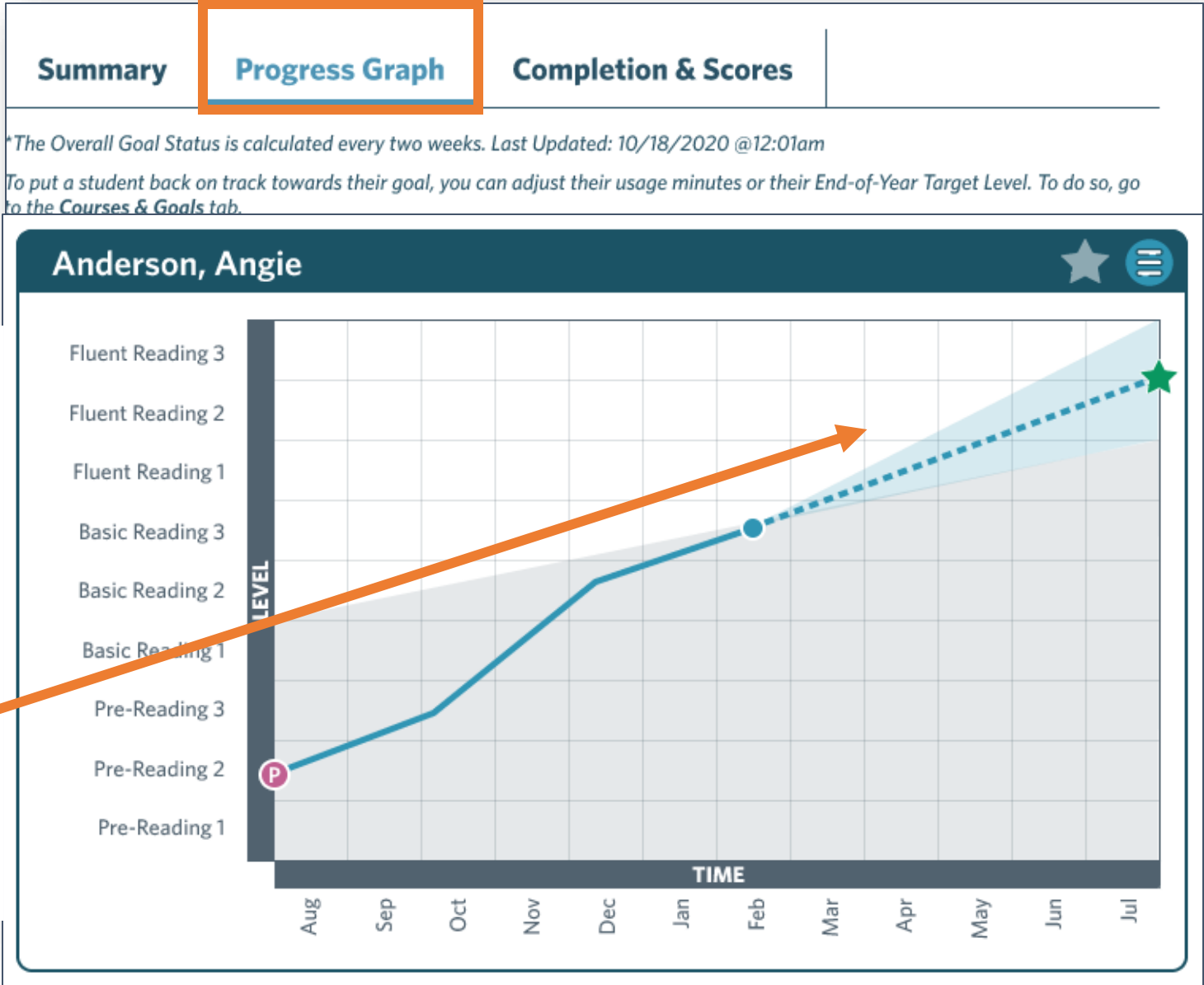
How many **days/minutes** a student used Waterford that **week**.

Overall **status** toward goals.

**Progress** completed toward goal and current levels in the program. Click on Objectives Mastered to view objectives completed.



# Educators Dashboards





# Educator Dashboards

Summary

Progress Graph

Completion & Scores

\*The Overall Goal Status is calculated every two weeks. Last Updated: 10/18/2020 @12:01am

To put a student back on track towards their goal, you can adjust their usage minutes or their End-of-Year Target Level. To do so, go to the **Courses & Goals** tab.

Brown, Brittany

Fluent Reading 3

Fluent Reading 2

Fluent Reading 1

Basic Reading 3

Basic Reading 2

Basic Reading 1

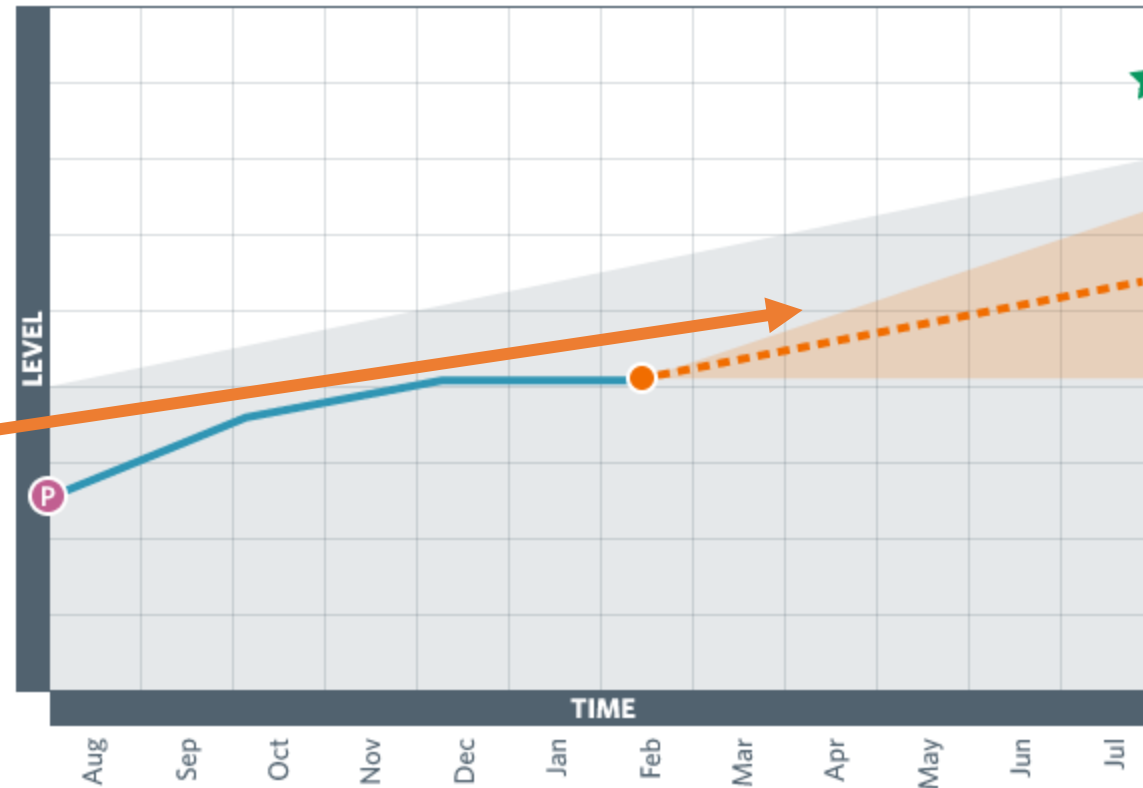
Pre-Reading 3

Pre-Reading 2

Pre-Reading 1

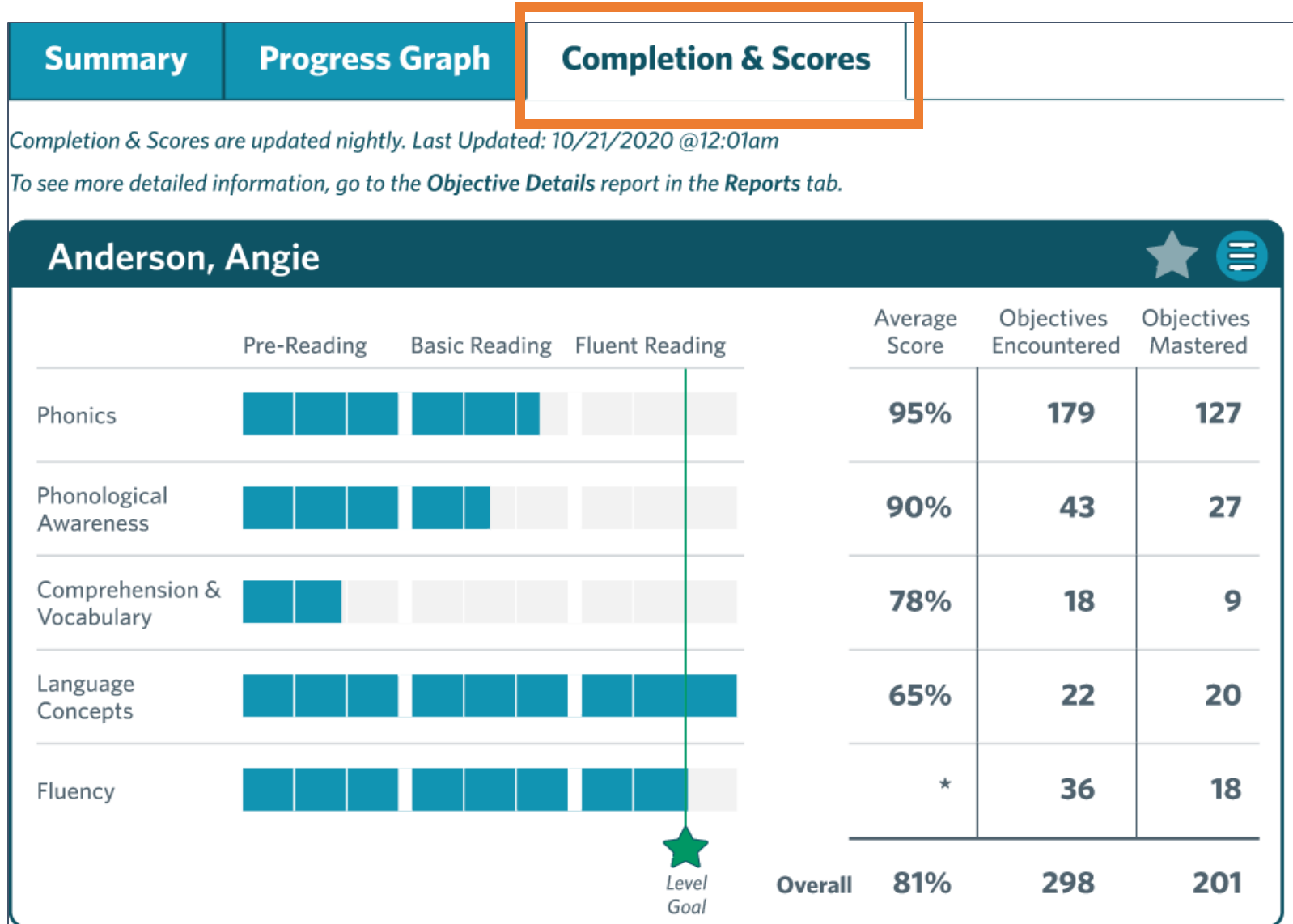
Key

- Actual Completion
- Projected Completion
- Expected Level
- Level Goal
- Needs Teacher Action
- Action Taken
- On Track
- Surpassing Goal
- Placement





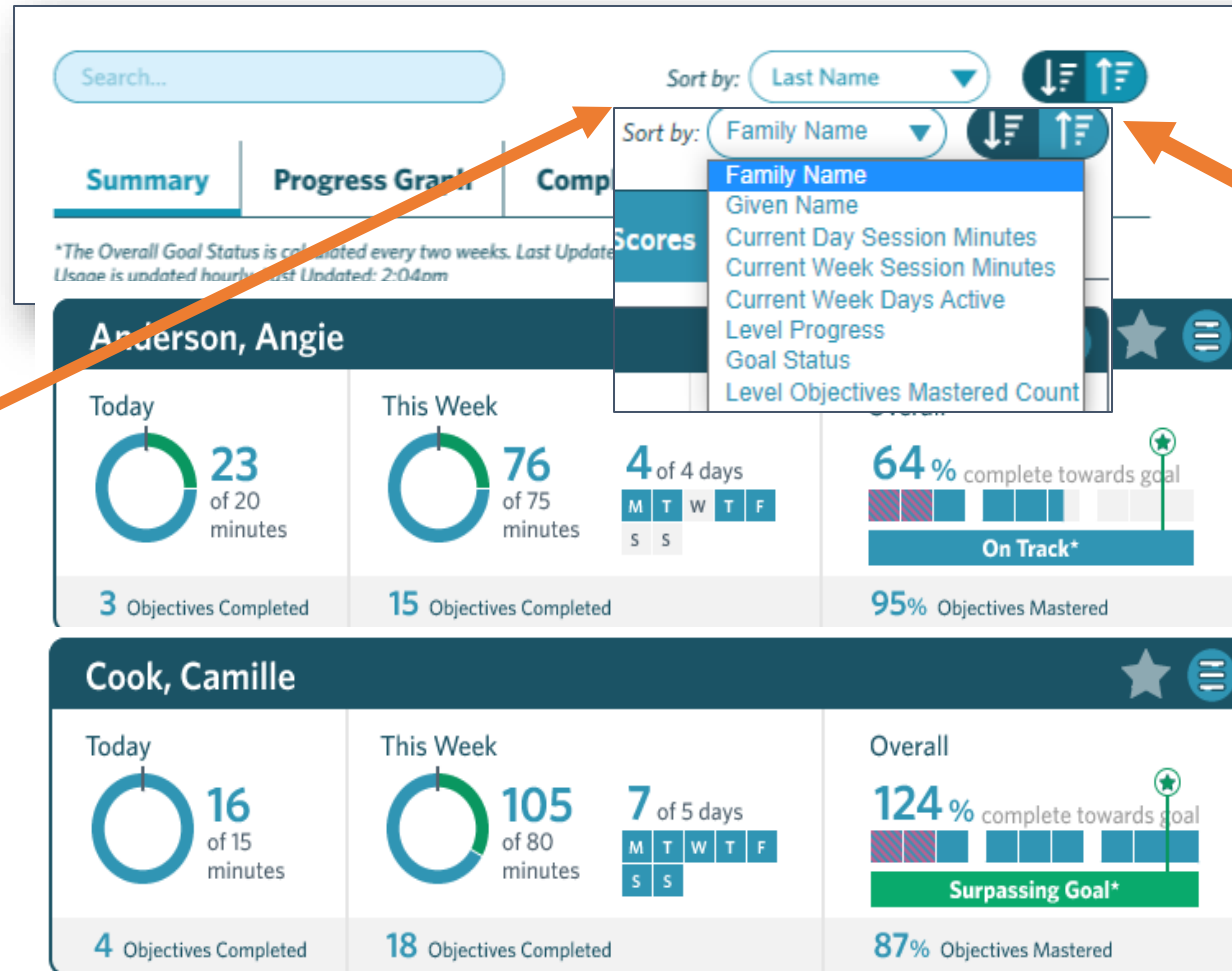
# Educator Dashboards





# Dashboards: Class View

Sort by a variety of options



Tap arrows to sort



# Generating Reports



## Reports

View detailed usage of your students



# Generating Reports

The screenshot shows the Waterford.org dashboard. On the left is a vertical sidebar with icons and labels for: Home (house icon), Dashboards (gauge icon), Reports (bar chart icon, highlighted with an orange box), Students (two people icon), Courses & Goals (chalkboard icon), Resources & Activities (puzzle pieces icon), Messages & Notifications (envelope icon with a red '2'), and Profile (person icon). The main area contains seven large blue tiles: Dashboards (gauge icon, 'Quick view of usage, progress and current status'), Reports (bar chart icon, 'View detailed usage of your students', highlighted with an orange box), Students (two people icon, 'View and manage students'), Courses & Goals (chalkboard icon, 'Assign courses, assessments, and set goals'), Resources & Activities (puzzle pieces icon, 'View activities, playlists and books'), Messages & Notifications (envelope icon with a red '2', 'Send and receive messages, view notifications'), and Profile (person icon, 'Personal settings'). At the bottom left, there is a 'Help & Support' section with a 'Help' link. At the bottom right is a circular icon with a document and pencil.

Home

Dashboards

Reports

Students

Courses & Goals

Resources & Activities

Messages & Notifications

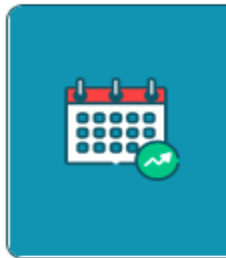
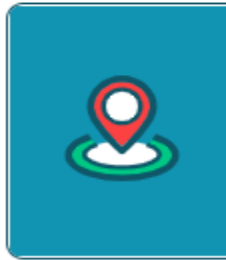
Profile

Help & Support

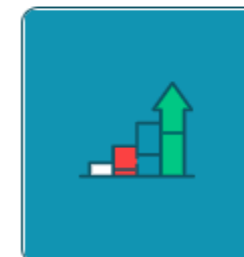
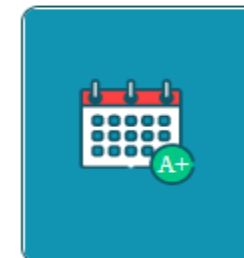
[Help](#)



# Report Types





Usage  
Completion  
Check Placement  
Progress  
Weekly Progress  
Weekly Scores  
Area of Difficulty  
Objective Details








# Using Filter Criteria for Specific Reporting


 Waterford | **READING ACADEMY**


 Home


 Dashboards


 Reports

 Students

 Courses & Goals

 Resources & Activities

 Me

 Not

**Filters**

**Grade Level**

☐ Preschool

☐ Kindergarten

☐ First grade

☐ Second grade

**Schools**

☐ Jenny Saxon's School

**Classes**

☐ Jenny Saxon's WEL Class

**Dates**

☐ Current Week

☐ Last Week

☐ Last 2 Weeks

**View**

☐ Schools

☒ Classes

☐ Students

**Curriculum**

☒ Early Reading

☐ Early Math & Science

☐ SmartStart


☐ Assessments

**Reports**


Report Selector

Select filters to apply and then choose a report below.

**Class Reports**

 **Completion**


- Monthly count of students location by curriculum segments.
- Allows "drill down" to see which students are with which segments.
- Can quickly show progress/growth.

 **Check Placement**


- Overview of the class performance on the assessments for Early Reading and Early Math & Science.

Jenny Saxon

Org Code: WST



Logout

 Waterford.org



How can you learn which **objectives** your class has **not mastered** and provide **additional support**?





# Class and Student Area of Difficulty Report



## Area Of Difficulty

- Detailed list of all objectives student has scored below mastery.
- Available for the past 45 days.
- Helpful when creating IEPs.

Open

Requires the following filters:

- Classes
- Students



Reading



Math & Science

SmartStart



Waterford  
Early  
Learning



# Class Area of Difficulty Report

## BROWNELL\_1\_9264: Class Areas Of Difficulty Report

Date Range: 25 Sep 2020 - 09 Nov 2020

School: SKELLY ELEMENTARY

Waterford Early Reading Program

Showing difficulty in the following instructional strands:

Phonics

Phonological  
Awareness

Comprehension and  
Vocabulary

Language Concepts

### Phonics - Decoding

Skill Name	Learning Objective	Lesson Name	Student	Score
Automatic Recognition	WordIdentify Power Words (sight words) and Pattern Words with speed and accuracy: play, were, sure, could, spade, snake, game, rake.	Automaticity Set 26: -ade -ake -ame	Student names	43%
Blending Words	DecodableDemonstrate ability to blend letter sounds to read words using the word pattern: -am.	-am: Word Pattern Post-Assessment		40%
	Demonstrate ability to blend letter sounds to read words using the word pattern: -an.	-an: Word Pattern Post-Assessment		80%
	Demonstrate ability to blend letter sounds to read words using the word pattern: -at.	-at: Word Pattern Post-Assessment		40%
	Demonstrate initial ability to blend letter sounds to read words using the word pattern: -am.	-am: Word Pattern		40%
	Demonstrate initial ability to blend letter sounds to read words using the word pattern: -at.	-at: Word Pattern		40%
Word Strategies	ReadingUse Key Words to read other words with the same pattern (-ade, -ake, -ame).	Key Word Match: -ade -ake -ame		75%

Instructional strands with scores below expectations in the past 45 days.

Skill name, Lesson name, Objective, and Score associated.

Groups of students struggling with the same skill.



# Student Area of Difficulty Report

## Phonics - Letters and Letter Sounds

Skill Name	Learning Objective	Lesson Name	Last Attempt	Last Score	Required Score
Letter Sound Identification	Identify letters Aa-Ee, match capital letters to corresponding lowercase letters, and arrange letters alphabetically.	Aa-Ee Post-Assessment	01 Oct 2020	80%	90%
	Identify letters Ff-Jj, match capital letters to corresponding lowercase letters, and arrange letters alphabetically.	Ff-Jj Post-Assessment	28 Oct 2020	80%	90%
	Identify letters Kk-Oo, match capital letters to corresponding lowercase letters, and arrange letters alphabetically.	Kk-Oo Post-Assessment	28 Oct 2020	70%	90%

Required score displays criteria for **passing**.

## Phonological Awareness - Syllables

Skill Name	Learning Objective	Lesson Name	Last Attempt	Last Score	Required Score
Syllabication	Demonstrate ability to identify the number of syllables in words.	Syllable Post-Assessment	29 Sep 2020	60%	80%



# Class Area of Difficulty Report

## Pre-K Class Areas Of Difficulty Report

Date Range: 29 Aug 2020 - 13 Oct 2020

School: Waterford

Waterford SmartStart

Showing difficulty in the following instructional strands:

## Literacy and Language

Mathematics

Science and Engineering

## Literacy and Language - Alphabet Knowledge

Skill Name	Learning Objective	Lesson Name	Student	Score
Capital Letters	Recognize, write, and identify capital A in text.	A Recognition (capital)	Student Name	70%
			Student Names	60%
	Recognize, write, and identify capital C in text.	C Recognition (capital)	Student Names	66%
			Student Names	65%
	Recognize, write, and identify capital D in text.	D Recognition (capital)	Student Names	68%
			Student Names	70%
	Recognize, write, and identify capital E in text.	E Recognition (capital)	Student Name	75%
			Student Names	75%
			Student Names	75%
			Student Names	70%
	Recognize, write, and identify capital F in text.	F Recognition (capital)	Student Names	75%
			Student Names	50%

Showing difficulty in the following instructional strands:

## Literacy and Language

## Mathematics

Science and Engineering

Mathematics - Numbers and Counting

Skill Name	Learning Objective	Lesson Name	Student	Score
	Distinguish between letters and numbers.	Explain Numbers	Student Name	50%
	Identify, read, write, and understand the number 2.	Number 2		60%
	Identify, read, write, and understand the number 3.	Number 3	Student Names	20%
				40%
	Identify, read, write, and understand the number 4.	Number 4	Student Name	60%

Mathematics - Operations &amp; Algebraic Thinking

Skill Name	Learning Objective	Lesson Name	Student	Score
Patterns Classification	andSelect an object that is the same as a given example; select an object that is different from a given example.	Match	Student Name	60%
			Student Names	20%
	Sort objects by color, size, and shape.	Sort		57%



# Use Report Data to Drive Instruction via Playlists



- Access to Waterford's **8,000+ digital learning activities**, including direct instruction, practice, assessments, books, & songs.
- Designed for online learning for **whole-class or small-group instruction**.
- **~1,900 pre-built playlists.**



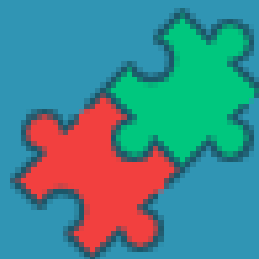
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# Resources & Activities

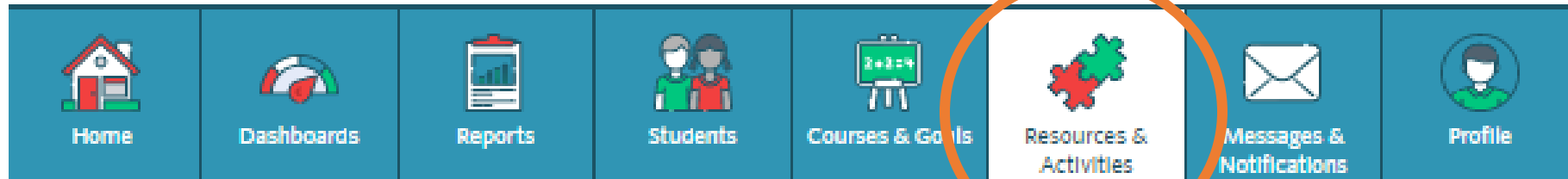


Resources & Activities

[View individual activities & playlists](#)



# Resources & Activities Tile



**View**

☒ All Activities

☐ All Playlists

☐ My Playlists

**Filters**

Language ▼

Resource Type ▼

Subject & Strand ▼

Grade Level ▼

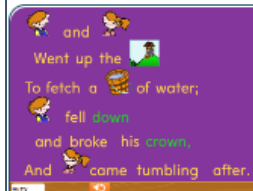
Skill Level ▼

Curriculets ▼

Collections ▼

## Resources & Activities

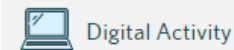
Search...



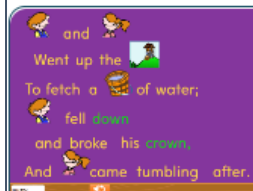
### Picture Story: Jack and Jill

*Early Reading*

Practice matching vocabulary words from the Sing a Rhyme with their definitions: hill, pail, water, fell, tumbling.



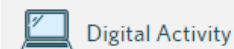
Comprehension & Voca...



### Picture Story: Jack and Jill

*SmartStart*

Match vocabulary words from the Read with Me Book "Jack and Jill" with their definitions: hill, pail, water, fell, tumbling.





Literacy & Language



# Waterford Playlists

  
Home

  
Dashboards

  
Reports

  
Students

  
Courses & Goals

  
Resources & Activities

  
Messages & Notifications

  
Profile

**View**  
☐ All Activities  
☒ All Playlists  
☐ My Playlists

**Filters**  
Language ▾  
Resource Type ▾  
Subject & Strand ▾  
Grade Level ▾

## Resources & Activities

Search...



### Test

Contains: [3 Activities](#)

 View 

 Playlist



### an Word Patterns

Contains: [2 Activities](#)

 View 

 Playlist



### Polly, Put the Kettle On: Vocabulary (rcv0207)

Contains: [5 Activities](#)

Students are Introduced to vocabulary words from the Sing a Rhyme Book: Polly, Put the Kettle On (kettle, tea, off, away). Rhyming and concepts of print are reinforced. After reading,

[View More](#) ▾

 View 

 Playlist



# Finding a Playlist when Using an Area of Difficulty Report

1. Open the Class or Student Area of Difficulty Report and identify the **learning objective** and **lesson name**.


Skill Name	Learning Objective	Lesson Name
Automatic Recognition	WordIdentify Power Words (sight words) and Pattern Words with speed and accuracy: play, were, sure, could, spade, snake, game, rake.	Automaticity Set 26: -ade -ake -ame
Blending Words	DecodableDemonstrate ability to blend letter sounds to read words using the word pattern: -am.	-am: Word Pattern Post-Assessment
	Demonstrate ability to blend letter sounds to read words using the word	-an: Word Pattern Post-Assessment

3. Type the **Lesson Name** in the **Search** box.

Resources & Activities

an: word pattern

2. Open your **Resources & Activities** and select **All Playlists**.



Resources & Activities

View


☐ All Activities

☒ All Playlists

☐ My Playlists



# All Playlists




### an Word Patterns

Contains: [2 Activities](#)

View

Assign

Unassign




### -at: Word Pattern (r2p1084)

Contains: [5 Activities](#)

Students practice blending and spelling words with the pattern -at. They identify words that can be made with this pattern by changing the initial sound. Students then demonstrate their

[View More](#) ▾




### -in: Word Pattern (r1p0875, r1p0895)

Contains: [3 Activities](#)

Students practice blending letter sounds to read words using the word pattern: -in. Next, they read -in words in the Decodable Book: Tim. After reading, students demonstrate

[View More](#) ▾



### -an: Word Pattern (r1p0740, r1p0758)






Contains: [3 Activities](#)

Students practice blending letter sounds to read words using the word pattern: -an. Next, they read -an words in the Decodable Book: Nan and the Ham. After reading, students

[View More](#) ▾

#### View Activities in Playlist

Playlist selected: **-at: Word Pattern (r2p1084)**

	<b>Spell and Blend: Lesson 03</b> Practice pattern words: Tad, cat, sat, mat.	<div>View</div> <div>Digital Activity</div> <div>Phonics</div>
	<b>Word Blending: Lesson 03 (Elasticar)</b> Blend letter sounds to form the word pattern and new words.	<div>View</div> <div>Digital Activity</div> <div>Phonics</div>
	<b>Say and Trace: Lesson 03</b> Blend letter sounds to form the word pattern and new words.	<div>View</div> <div>Digital Activity</div> <div>Phonics</div>
	<b>Word Pattern Spelling: Lesson 03 (Hop, Skip, Spell)</b> Blend letter sounds to form the word pattern and new words.	<div>View</div> <div>Digital Activity</div> <div>Phonics</div>
	<b>Key Word Screening: Lesson 03 (Word Encounters)</b> Blend letter sounds to form the word pattern and new words.	<div>View</div> <div>Digital Activity</div> <div>Phonics</div>



# Resources for Classroom

View

All Activities

All Playlists

My Playlists

Filters

Language

Resource Type

Subject & Strand

Grade Level

Skill Level

Curriculets

Collections

Filters

Language

Resource Type

English

Spanish

Books

Books (PreK-2)

Books (Upper Elementary)

Class Activities

Family Resources

Practice Materials

Reference Materials

Teacher Resources

Videos

WEL Activity

Subject & Strand

View by strand...

Literacy

Communication

Comprehension & Vocabulary

Fluency

Language Concepts

Literacy & Language

Phonics

Phonological Awareness

Math

Daily Activities

Geometry

Mathematics

Measurement & Data

Number & Cardinality

Operations & Algebraic Thinking

Mindset

Other

Science

View by strand...

View by strand...

View by strand...

Grade Level

Skill Level

Prekindergarten

Kindergarten

First grade

Second grade

Third grade

Fourth grade

Fifth grade

Sixth grade

Seventh grade

Eighth grade

Ninth grade

Tenth grade

Eleventh grade

Twelfth grade

Any

Pre

Basic

Fluent

Independent

Collections

Alphabet Books (Read with Me)

Camp Consonant (PreK-K)

Chapter Books

Coloring Pages

Family Engagement

Family Home Experiments

Foldable Books

Graphic Organizers

Informational Books

Instructional Strand Fact Sheets (PreK-2)

Instructional Strand Videos (PreK-2)

Learning Together Activity Sets (Math & Science)

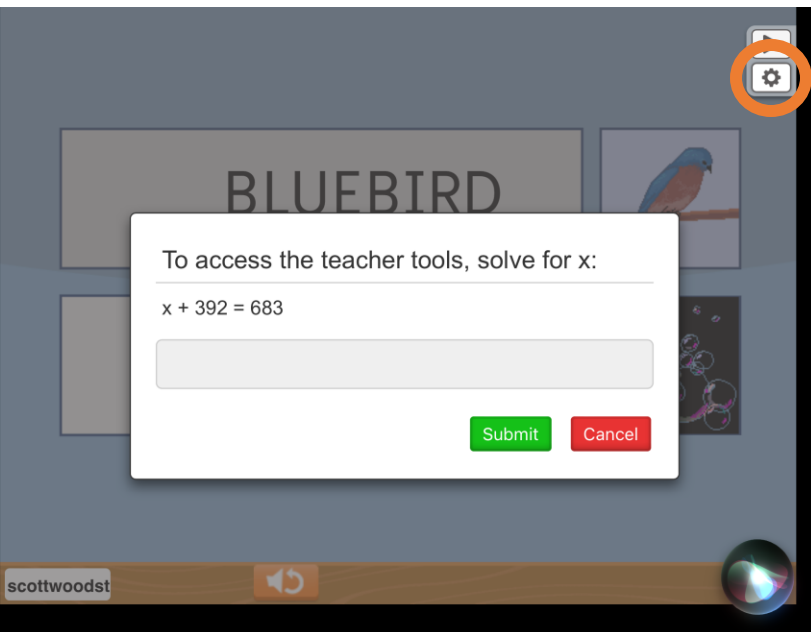
Learning Together Activity Sets (Reading)

Learning Together Calendars (1-2)

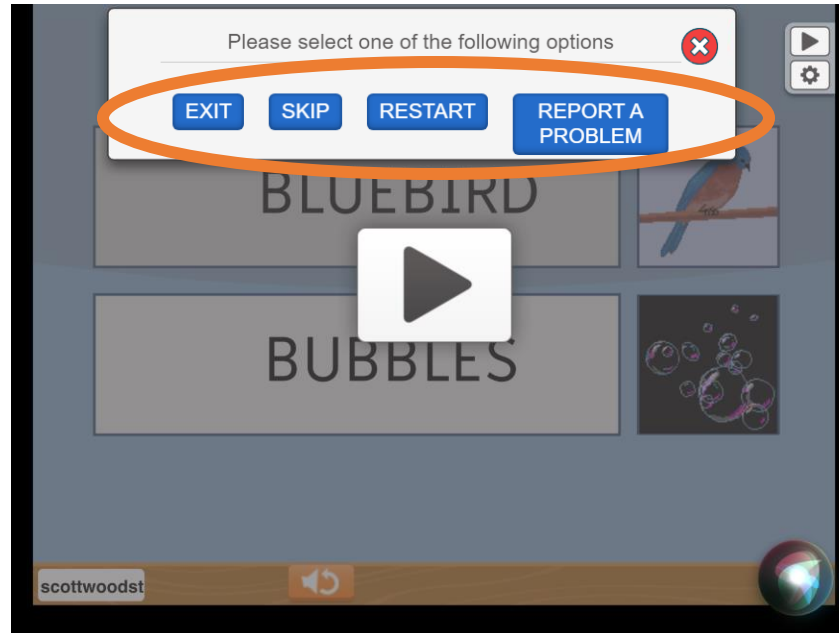


# What if my student gets stuck?

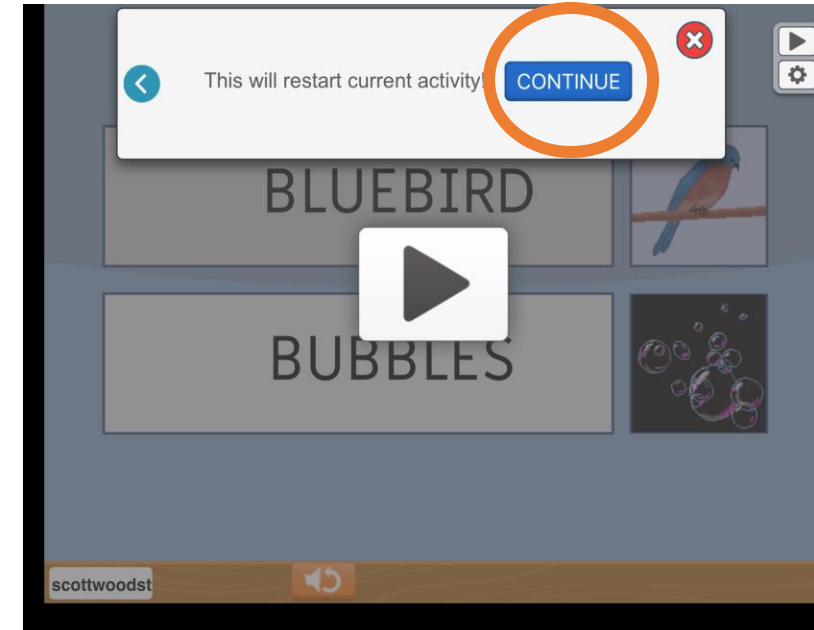
## 1. Click on Settings



## 2. Choose...



## 3. Tap Continue





# Instruction | Teacher Resources

## Reading with Understanding

FLUENT READING



LITERACY

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Informational Text Exploration

Use the activity sheets listed below to provide students with support in working through complex text and demonstrating their comprehension of informational texts in the grades 2–3 text complexity band.

#### ACTIVITY SHEETS

- Find the Main Idea
- My Comprehension Checklist
- New Book Titles
- Letter to the Author
- Text Review

For each activity sheet:

1. Model how to use the activity sheet with a text passage.
2. Have the students use the sheets with partners or independently.
3. Provide support as needed. Read the section below for an example of how to do this.

### Example with My Comprehension Checklist

1. Provide students with a copy of the **My Comprehension Checklist**.
2. Read through the items on the checklist together.
3. Discuss how each item can help students monitor and support comprehension of a text.
4. Read the beginning of an informational text aloud, modeling how to think about the items on the checklist as you read.
5. With partners, have students continue reading the text, thinking aloud about the items on the checklist to help in understanding the text.
6. As a class, discuss student's experiences with using the **My Comprehension Checklist**. Encourage students to use the checklist whenever they read a challenging text.

TEACHER  
RESOURCES

## Black History Month

### Curriculum Corner

Observing Black History Month is a great opportunity for students to recognize Black Americans' contributions and achievements while also learning about their struggle for freedom and equality. These resources can help you create meaningful class discussions and activities.

### I Want to Be a Scientist Like George Washington Carver

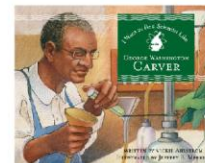
#### Basic Reading (1st Grade)

After reading the [book](#), have students create an event timeline by drawing four important moments from George Washington Carver's life. Then lead a discussion with students, prompting them to share moments from their timelines.

#### MORE TO EXPLORE EXPERIMENTS

Try these experiments to help students investigate plants, just like George Washington Carver did. By using the scientific method (in the classroom, in a virtual learning environment, or at home), students can explore how water and light affect plants.

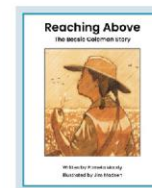
- [Water for Plants](#)
- [Light for Plants](#)



### Reaching Above: The Bessie Coleman Story

#### Fluent Reading (2nd Grade)

After reading [Reaching Above: The Bessie Coleman Story](#), have students research Bessie Coleman and another historical figure from the same time period (for example, Amelia Earhart). Ask students to record the similarities and differences they notice about the two people on a Venn diagram. Lead a class discussion. What did your students notice?



### Satch and Me by Dan Gutman

#### 3rd Grade

In this [curriculum](#), students learn about segregation-era issues by learning about the life of legendary baseball player Satchel Paige. They also explore plot, characterization, and language use while building reading comprehension.

The complementary [class activities](#) for *Satch and Me* include prompts for group discussion, research on Jim Crow Laws, writing and presentation ideas, and more.

### One Crazy Summer by Rita Williams-Garcia

#### 5th Grade

In the *One Crazy Summer* [curriculum](#), students explore Civil Rights, injustice, black pride, racial prejudice, and the Black Panthers. As they do this, they also learn about summary writing, similes, and metaphors.

The [class activities](#) for *One Crazy Summer* contain research and writing prompts for your class to more fully engage with themes from the book.





# Instruction | Digital Activity Playlists

### Filters

► Language

▼ Subject & Strand

☐ Literacy

▼ View by strand...

☐ Communication

☐ Comprehension & Vocabulary

☐ Fluency

☐ Language Concepts

☐ Phonics

☐ Phonological Awareness

☐ Math

► View by strand...

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## Resources & Activities

View

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☒ All Playlists

☐ My Activities

☐ My Playlists

Filters

► Language

► Subject & Strand

► Grade Level

► Skill Level

► Resource Type

► Collections

► Assigned to My Students

Search...

Below are all available playlists from Waterford. You can add any of these to your "My Playlists" section, which will make a copy that you can edit.

### All Playlists

**Fractions Aren't Everything**

Contains: 3 Activities

This playlists teaches about fractions and other mathema... [► View More](#)

**Nursery Rhyme Songs**

Contains: 24 Activities

These playlists can be used for whole class, small group, ... [► View More](#)

**Books about Geometry**

Contains: 9 Activities

These playlists can be used for whole class, small group, ... [► View More](#)

**Conjunctions Bring Us Together**


Contains: 16 Activities

These playlists can be used for whole class, small group, ... [► View More](#)

**Science is Fun**

Contains: 19 Activities

These playlists can be used for whole class, small group, ... [► View More](#)


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# Instruction | Printable Resources

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STANZA 1



3

I shook the tree as hard as I could.


STANZA 2



4

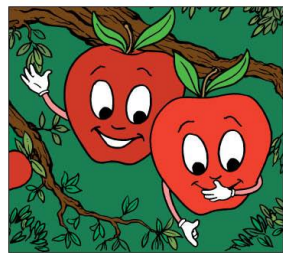
Down came the apples,

STANZA 3



6

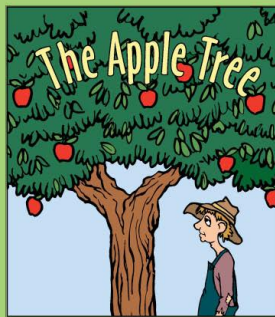
STANZA 4



2

Two little apples smiled down at me.

STANZA 5



A Traditional Nursery Rhyme  
Illustrated by Bruce Martin

Name \_\_\_\_\_

## Read, , Look, Write

Read the whole poem through once.

Read the poem again, but STOP when you get to the end of each stanza.

Look for the following features to help you take a close-up look at the text:

- Pick out words or phrases the author used to set the mood or create an image in the reader's mind.
- Find repeated phrases or words.
- Note the words that helped you understand the main idea of the stanza.

Write or draw what the stanza is saying. (Reread the stanza if needed).


**Stanza 1**

_____	
_____	
_____	
_____	
_____	

**Stanza 2**

_____	
_____	
_____	
_____	
_____	

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# Instruction | Class Activities

## Thunder Boy Jr.

3RD GRADE



LITERACY



MINDSET

Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in **red**.

### What does it mean to be your own person?

Thunder Boy Jr. does not like his name because he shares it with his dad. He also feels that his nickname, "Little Thunder," doesn't fit him. He longs for a name that better allows him to be himself.

#### 1. CREATE AN AUDIO RECORDING (30 MINUTES)

In the middle portion of *Thunder Boy Jr.*, the narrator recounts numerous experiences that make him unique. Have students make an audio recording in which they read this section aloud. Instruct them to use the guidelines for reading fluently located at the link below.

**IMAGE:** Minds in Bloom—The Fluency Four <https://bit.ly/3hngxea>

#### 2. WRITE AN OPINION PIECE (40 MINUTES)

In *Thunder Boy Jr.*, the narrator doesn't feel like his name fits his true self. Ask students to think about their own name. Have each student write a paragraph in which they discuss their feelings about their name and explain whether the name "fits" them. Then ask students to write a second paragraph in which they choose an alternate name that they think best fits their identities. Have them explain why they chose this name.

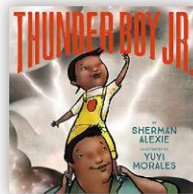
#### 3. CONDUCT PERSONAL RESEARCH (60 minutes for class instruction plus additional time outside of class)

Have students interview a parent, relative, guardian, or other adult. Instruct students to ask this adult what they were like as a child. Have students take notes as they conduct their interviews. Then, instruct each student to write a brief summary of what they learned from the interviewee and how the details make that person unique.

Pages 14–26 of the following PDF provide useful tools for teaching third graders the skill of interviewing.

**PRINTABLE:** News Reporting and Interviewing <https://bit.ly/3cRgPXq>

## CLASS ACTIVITIES



### SPEAKING, WRITING, AND LISTENING

These activities give students opportunities to practice speaking, listening, and writing skills.

## Mr. Popper's Penguins

4TH GRADE



LITERACY



MINDSET

Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in **red**.

### How can your decisions now impact your future?

Mr. Popper is a house painter, but he has always dreamed of being an explorer. He makes decisions throughout the story that help lead him to his dream job.

#### 1. DISCUSS CAREER CHOICES (20 MINUTES)

There are many careers mentioned throughout this story, including scientist, explorer, house painter, pharmacist, cameraman, reporter, barber, photographer, veterinarian, and policeman. Talk to your students about how people choose their career. Then, ask students to choose a career that interests them.

Give students the opportunity to discuss their career choices. First, allow students a few minutes to think about their response. Then, put students into pairs and have them discuss their responses together. Finally, discuss responses to the topic as a whole class.

#### 2. RESEARCH A CAREER (2–3 class periods)

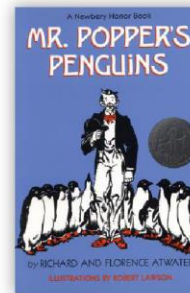
Give each student the opportunity to research the career they chose in Activity 1. Present students with the following questions:

- What is the salary for this career?
- What type of schooling do you need to enter this career?
- What other type of training or study is necessary?
- What are the parts of this career that seem interesting?
- What are the parts of this career that seem uninteresting?

Provide students with the organizer linked below to help them keep track of their research and sources.

**PRINTABLE:** Research Notes Graphic Organizer <https://bit.ly/34RlImm>

## CLASS ACTIVITIES



### SPEAKING, WRITING, AND LISTENING

These activities give students opportunities to practice speaking, listening, and writing skills.

## The Girl Who Could Not Dream

6TH GRADE



LITERACY



MINDSET

Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in **red**.

### Why is it important to have friends to turn to during difficult times in life?

Sophie is happy being an introvert. She encounters a dilemma when her parents come up missing and finds it necessary to enlist the help of her pet, Monster, and a new friend who can help her find her parents. During this adventure, they work together to stay alive and get themselves out of some sticky situations.

#### 1. WRITE AN OPINION ESSAY (One class period)

Instruct students to consider the question below:

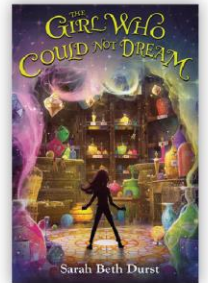
Why is it important to have friends to turn to during difficult times in life?

Once they have had time to consider their answer to this question, instruct them to share their thoughts in the form of an opinion essay. Be sure that they include a claim that states an opinion, three reasons to support this claim, and a conclusion to draw their argument to a close. Provide them with the outline linked below to help them structure their essay.

**PRINTABLE:** Persuasive Essay Template <https://bit.ly/2Yw9ybr>

#### 2. PRESENT AN OPINION (1–2 class periods)

Tell students that they will be sharing the main points they included in their opinion essay (Activity 1). Each student will have 1–2 minutes to present their claim and the reasons to support their claim. Remind students to practice the pacing of their presentation to keep it within the required timeframe.



### SPEAKING, WRITING, AND LISTENING

These activities give students opportunities to practice speaking, listening, and writing skills.



# Sing-Along Books & Calendars

	<h1>MARCH</h1> PREK-KINDERGARTEN			Learning Together <i>Use these simple activities to have fun and learn each day!</i>	
WEEK 1	Set a timer for 15 minutes to help your child keep track of their screen time. Then have them choose something else to do such as playing outside!	Write letters (A, B, ...) on pieces of paper. Put them on the floor and dance. Stop the music and have your child stand on the closest letter and say it's sound.	Collect some household items of different weights. Ask your child to pick up each item to feel its weight. Is it heavy? Is it light?	Throughout the day, look for each of the capital letters in alphabetical order. Begin by finding A, then B, then C, etc.	Help your child set a goal. For example, learning to tie their shoes. Make a plan with your child about how they can reach their goal.
WEEK 2	Say a three- or four-word sentence. For example, "The cat naps." Ask your child to clap their hands as they say each word.	Practice using science tools you may have in your home, such as a ruler, scale, thermometer, or magnifying glass. Talk about how to use each tool.	Help your child become a fluent reader by reading aloud with your child. Read a book, a recipe, a sign on the wall, or anything!	Throughout the day, look for each of the lowercase letters in alphabetical order. Begin by finding a, then b, then c, etc.	Find places for your child's items. For example, put toys in labeled bins. Now your child knows where to find things and where to put them away.
WEEK 3	Introduce the Power Words I, my, on, and a. Make flash cards for each word and have your child read the words as fast as they can.	Cut a toilet paper roll to make a watch wristband. Have your child decorate a circle for the face. Help your child write the numbers in the right places.	Take a walk through a store to find groups of 8. When your child counts a group of 8, ask them to trace "8" with their finger on the palm of their hand.	Find a short book. Read the first sentence aloud, and have your child repeat it back to you. Do this until you have read the whole book.	Look for ways for your child to show empathy. For example, if a friend is feeling sad, your child could talk to their friend or play with them.
<h1>FEBRUARY</h1> IST-2ND GRADE					
<div style="text-align: center;">  Learning Together  <i>Use these simple activities to have fun and learn each day!</i> </div>					
WEEK 1	Label a line 1 to 20 to practice counting by 2s. Have your child jump on each number, whispering even numbers and shouting odd numbers—whisper "1," shout "2," whisper "3," shout "4," ...—up to 20.	How many words can your child read per minute? Use a book from <i>Mentor</i> , set a timer for one minute and count how many words your child reads. Try again another day. Does their reading improve?	We can't see air, but we can feel it! We can feel a light breeze or a strong wind. Air can change the shape of some things, such as balloons, or it can be cold or hot. Talk about air with your child.	Prepositions are words that tell us where something is. Find something nearby. Ask your child questions about where it is. For example, "Where is the cat? Behind, on, or under the couch?"	Your child learned best by using words with meanings for words. Instead of gluing, instead of writing.
WEEK 2	Write the letters A-Z on sticky notes and put the notes on a wall. Give your child a flashlight and turn off the lights. Say a letter sound. Ask your child to find the matching letter with the flashlight.	Make flashcards to practice doubles subtraction facts: 2-1, 4-2, 6-3, 8-4, 10-5, 12-6, 14-7, 16-8, 18-9, 20-10. Turn them over one at a time and see how fast your child can say the answer.	On a tic-tac-toe board, write: unhappy, untie, unkind, unfair, reuse, refill, redo, retell, and rehearse. Say a clue like "to use again." Have your child find the word (reuse) and make an X. Keep giving clues.	Ask your child, "Why do animals need water?" Animals drink water, of course. They also use it to keep cool, to bathe, and to escape from predators.	One fun way to teach your child perspective is with a game of charades! Charades is a great way for your child to imagine how other players are viewing their actions.
WEEK 3	Write different times of the day on cards (for example, 7:30 a.m., 11:00 a.m., 1:15 p.m., 8:00 a.m.). Ask your child to order the cards from earliest to latest. How long about events that take place at those times.	Print two sets of the Power Words Cards to play Go Fish. Give each player 3-5 cards and put the rest face down in a pile. Take turns asking if the next person has a matching card. If not, they go fish!	Open the Q-99 Chart found in Mentor. Ask your child to count from 90 to 99. Next, cover up a few numbers on that row and ask them which ones are hidden.	How many Power Words can your child identify? Go outside and call out a Power Word. Your child can write the Power Word using rocks! If it's too cold to go outside, use beans to make Power Words.	One part of honesty is not telling lies. Another part of honesty is saying what you truly think and feel. Explain this to your child and encourage them to be honest.
WEEK 4	Write 9+7=16. Ask your child to write the three other number sentences that use the same numbers: 9, 7, and 16. (7+9=16, 16-7=9, 16-9=7.) These make a fact family! Can you write other fact families?	On pieces of paper, write the words lunchbox, playground, snowball, and butterfly. Ask your child to cut each compound word into its two smaller words. Read each smaller word, and then read the compound word.	See how many cones and cylinders you can find. Look for the shapes around your home or around town. For example, you might find these shapes when you see an ice-cream cone or a soup can.	Ask your child to tell you what they know about fossils. How are they formed? Where can they be found? How do fossils help people learn about the past?	Yoga is a great way to exercise and to practice breathing and concentration. It can be done sitting, standing, or even lying down. Look up some yoga poses, and your child can try at home.

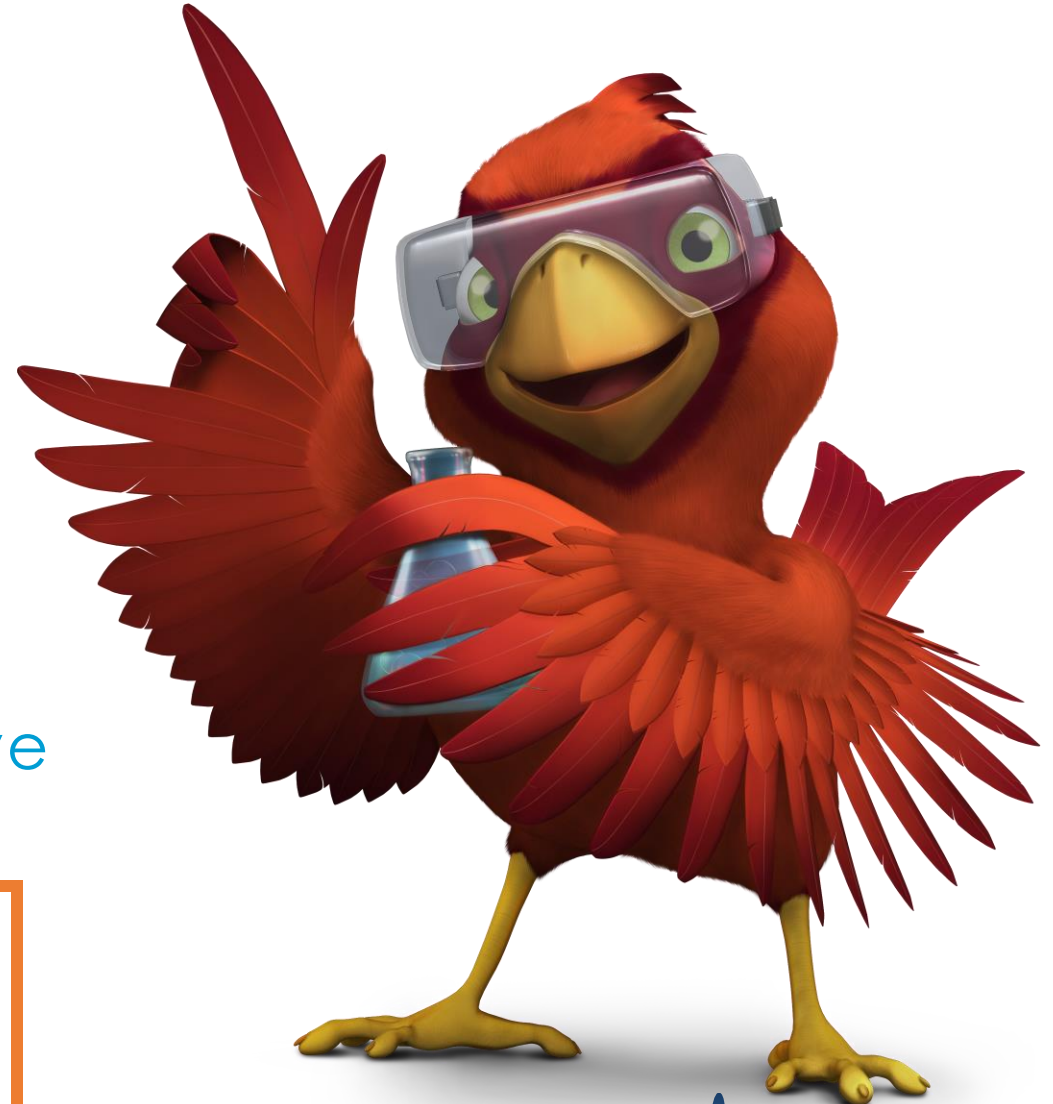
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# Start with the end in mind

- ✓ Tips for creating classroom [routines](#)
  - ✓ Learn how to [generate badges](#)
  - ✓ Learn how to view [dashboards](#) to monitor usage
  - ✓ Learn how to [generate reports](#)
  - ✓ Incorporate data from reports to [drive instruction](#), playlists
- ✓ Where to go for Help





# Support Options



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**General Support:** [partnersuccess@waterford.org](mailto:partnersuccess@waterford.org)



877.499.7997



# Partner Success Advocates

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**Sheila Montierth**



**Sharee Wanner**



**Vanessa Newman**



**Mary Bates**



HELP GUIDES >  GETTING STARTED HUB

## Getting Started Hub

### Getting Started Hub for Students

Welcome to the Getting Started Hub for Waterford students! Here you'll find a collection of instructions for helping your students use and get the most out of the Waterford curriculum. Click on the t...

### Getting Started Hub for Administrators

Welcome to the Getting Started Hub for Waterford administrators! Here you'll find a collection of instructions for what your school or district needs to set up and use the Waterford curriculum. Click...

### Getting Started Hub for Teachers

Welcome to the Getting Started Hub for Waterford teachers! Here you'll find a collection of instructions for setting up your students to use the Waterford curriculum. Click on the titles below for he...



