

CURRICULUM

Correlation

*Waterford
UPSTART*

100%

*Florida Early
Learning and
Developmental
Standards*

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This document provides a detailed correlation of **WATERFORD UPSTART to the FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: FOUR YEARS OLD TO KINDERGARTEN OCT 2017.**

UPSTART INTRODUCTION

UPSTART is an at-home, online kindergarten readiness program that gives preschool-age children early reading, math, and science lessons. UPSTART participants use Waterford Early Learning software.

UPSTART's aim is to form a partnership with the children's families to ensure all children obtain the skills necessary for success in school. 99% of UPSTART families report that UPSTART was key in preparing their children for kindergarten.

PROVEN SUPPORT MODEL

UPSTART has a strong and proven support model (provided in English or Spanish). UPSTART families are assigned a Personal Care Representative. Their Personal Care Representatives train UPSTART families and monitor student progress. At the end of the program, families give their representatives high marks, noting they are knowledgeable, friendly, and truly dedicated to helping children and families learn together.

UPSTART ends with graduation parties, which are a chance for families to honor their children's achievements. Families are also given their children's early literacy outcomes.

When needed, hardware and internet are provided to families who qualify, bridging the technology gap as well as the early literacy and numeracy achievement gaps.

SOCIAL AND EMOTIONAL LEARNING FOR STUDENTS

Key executive function skills are taught as part of UPSTART. Other executive function skills are achieved by working with families. Families receive explanations of these key learning objectives as well as suggestions for offline activities. This helps families to establish a home learning environment.

The UPSTART website (available in English and Spanish) also has a [Resources and Activities](#) section with offline activities and printables. Parents can select from the following categories: Art, Health and Safety, Helpful Hints, Holidays, Math and Science, Reading, Social Skills, Social Studies, and Technology.

When UPSTART children transition to kindergarten, their families notice how confident their children are. The children understand what their teachers are discussing in class and they are a class leaders. Similarly, teachers

report UPSTART children are eager to learn and quick to participate in classroom activities.

WATERFORD EARLY LEARNING

UPSTART children use Waterford Early Learning, a comprehensive, technology-based early reading, math, and science program. Waterford Early Learning includes two programs: Waterford Reading and Waterford Math & Science.

- Waterford Reading is a comprehensive, adaptive reading curriculum designed to help each student develop into a fluent reader.
- Waterford Math & Science provides young learners comprehensive instruction in the major areas of early math: numbers and operation, geometry, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science.

PERSONALIZED LEARNING FOR CHILDREN

Children will experience the digital resources listed in this correlation based on their individual needs, as determined by their performance as follows:

Placement Assessment: Children begin their experience with a Placement Tool. Based on rigorous research, the Placement Tool evaluates a student's abilities and determines an appropriate starting point.

Ongoing Assessment: Waterford Early Learning provides a mastery-based curriculum. As such, Waterford automatically provides instruction, remediation, and review to support children toward mastery of learning objectives based on student performance in ongoing assessment.

DOCUMENT ORGANIZATION

This document includes a correlation chart with the following columns:

- Florida Standards: Lists specific state standards.
- Waterford Digital Resources: lists Waterford online activities presented to children during their personalized instruction.

Following an extensive review, Waterford Reading received CASE endorsement in 2016. The Council of Administrators of Special Education (CASE) is an international educational organization affiliated with the Council for Exceptional Children.



FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
I. PHYSICAL DEVELOPMENT DOMAIN	
A. HEALTH AND WELLBEING	
A. ACTIVE PHYSICAL PLAY	
1. Engages in physical activities with increasing balance, coordination, endurance and intensity <i>Benchmark a:</i> Seeks to engage in physical activities or active play routinely with increased intensity and duration	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest
B. SAFETY	
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities <i>Benchmark a:</i> Consistently follows basic safety rules independently across different situations	<ul style="list-style-type: none"> Song: Sun Blues
<i>Benchmark b:</i> Identifies consequences of not following safety rules	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
C. PERSONAL CARE ROUTINES	
1. Responds to and initiates care routines that support personal hygiene <i>Benchmark a:</i> Initiates and completes familiar hygiene routines independently	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
D. FEEDING AND NUTRITION	
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices <i>Benchmark a:</i> Assists adults in preparing simple foods to serve to self or others	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
<i>Benchmark b:</i> Recognizes nutritious food choices and healthy eating habits	<ul style="list-style-type: none"> Song: Health Healthy Food
B. MOTOR DEVELOPMENT	
A. GROSS MOTOR DEVELOPMENT	
1. Demonstrates use of large muscles for movement, position, strength and coordination <i>Benchmark a:</i> Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
<i>Benchmark b:</i> Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
<i>Benchmark c:</i> Engages in more complex movements (e.g., riding a tricycle with ease)	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
<i>Benchmark d:</i> Engages in physical activities of increasing levels of intensity for sustained periods of time	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
A. GROSS MOTOR DEVELOPMENT <i>continued</i>	
<p>2. Demonstrates use of large muscles to move in the environment</p> <p><i>Benchmark a:</i> Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)</p>	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
B. GROSS MOTOR PERCEPTION (SENSORIMOTOR)	
<p>1. Uses perceptual information to guide motions and interactions with objects and other people</p> <p><i>Benchmark a:</i> Acts and moves with purpose and independently recognizes differences in direction, distance and location</p>	<ul style="list-style-type: none"> • Book: Up in the Air • Right, Left • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through
<p><i>Benchmark b:</i> Demonstrates spatial awareness through play activities</p>	<ul style="list-style-type: none"> • Song: Monster Trucks • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last
C. FINE MOTOR DEVELOPMENT	
<p>1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</p> <p><i>Benchmark a:</i> Shows hand control using various drawing and art tools with increasing coordination</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations. Children also must practice writing letters and words.</p>
<p>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</p> <p><i>Benchmark a:</i> Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination.</p>
<p><i>Benchmark b:</i> Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations. Children also must practice writing letters and words.</p>
<p><i>Benchmark c:</i> Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)</p>	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
II. APPROACHES TO LEARNING DOMAIN	
A. EAGERNESS AND CURIOSITY	
1. Shows increased curiosity and is eager to learn new things and have new experiences	<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 Pretend Play
B. PERSISTENCE	
1. Attends to tasks for a brief period of time	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task.
C. CREATIVITY AND INVENTIVENESS	
1. Approaches daily activities with creativity and inventiveness	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Marmot Basket Soup's On! Perfect Present Clubhouse Musical Mayhem
D. PLANNING AND REFLECTION	
1. Demonstrates some planning and learning from experiences	<ul style="list-style-type: none"> Books: Milton's Mittens; I Want to Be a Scientist Like Wilbur and Orville Wright Perfect Present
III. SOCIAL AND EMOTIONAL DEVELOPMENT	
A. EMOTIONAL FUNCTIONING	
1. Expresses, identifies and responds to a range of emotions <i>Benchmark a:</i> Recognizes the emotions of peers and responds with empathy and compassion	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression <i>Benchmark a:</i> Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately	<ul style="list-style-type: none"> Boo Hoo Baby Lost and Found Musical Mayhem Party Time Where's Papa?
B. MANAGING EMOTIONS	
1. Demonstrates ability to self-regulate <i>Benchmark a:</i> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	<ul style="list-style-type: none"> Lost and Found It's Not Fair! Do I Have To?
2. Attends to sights, sounds, objects, people and activities <i>Benchmark a:</i> Increases attention to preferred activities and begins to attend to non-preferred activities	Engaging activities and consistent support throughout Waterford Early Learning 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 directions.

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS	
1. Develops positive relationships with adults <i>Benchmark a:</i> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	<ul style="list-style-type: none"> Where's Papa? Find Me! Mama's Melody Soup's On!
2. Develops positive relationships with peers <i>Benchmark a:</i> Plays with peers in a coordinated manner including assigning roles, materials and actions	<ul style="list-style-type: none"> Clubhouse Marmot Basket Pretend Play
<i>Benchmark b:</i> Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<i>Benchmark c:</i> Responds appropriately to bullying behavior	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
3. Develops increasing ability to engage in social problem solving <i>Benchmark a:</i> Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem
4. Exhibits empathy by demonstrating care and concern for others <i>Benchmark a:</i> Able to take the perspective of others and actively respond in a manner that is consistent and supportive	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem
D. SENSE OF IDENTITY AND BELONGING	
1. Develops sense of identity and belonging through play <i>Benchmark a:</i> Engages in associative play and begins to play cooperatively with friends	<ul style="list-style-type: none"> Pretend Play Clubhouse Marmot Basket Party Time Find Me!
2. Develops sense of identity and belonging through exploration and persistence <i>Benchmark a:</i> Persists at individual planned experiences, caregiver-directed experiences and planned group activities	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
3. Develops sense of identity and belonging through routines, rituals and interactions <i>Benchmark a:</i> Demonstrates willingness to be flexible if routines must change	<ul style="list-style-type: none"> Soup's On!
4. Develops sense of self-awareness and independence <i>Benchmark a:</i> Uses words to communicate personal characteristics, preferences, thoughts and feelings	<ul style="list-style-type: none"> Lost and Found It's Not Fair! Do I Have To? Perfect Present
<i>Benchmark b:</i> Recognizes preferences of others	<ul style="list-style-type: none"> Boo Hoo Baby

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
D. SENSE OF IDENTITY AND BELONGING <i>continued</i>	
<i>Benchmark c:</i> Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
<i>Benchmark d:</i> Identifies self as a unique member of a group (e.g., class, school, family or larger community)	<ul style="list-style-type: none"> My Family Clubhouse
IV. LANGUAGE AND LITERACY DOMAIN	
A. LISTENING AND UNDERSTANDING	
<p>1. Demonstrates understanding when listening</p> <p><i>Benchmark a:</i> Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others)</p>	<ul style="list-style-type: none"> Do I Have To? It’s Not Fair! Marmot Basket Clubhouse Read with Me Books Sing a Rhyme Songs/Books Informational Books <p>(See titles at end of document.)</p>
<i>Benchmark b:</i> Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said	<p>Social Emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. Examples:</p> <ul style="list-style-type: none"> Boo Hoo Baby Do I Have To? It’s Not Fair! Lost and Found
<p>2. Increases knowledge through listening</p> <p><i>Benchmark a:</i> Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge</p>	<ul style="list-style-type: none"> Connect to Me Build Knowledge Sum Up, Five Ws Read with Me Books Informational Books <p>(See titles at end of document.)</p>
<i>Benchmark b:</i> Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	<ul style="list-style-type: none"> Perfect Present Marmot Basket Do I Have To? Read with Me Books Informational Books <p>(See titles at end of document.)</p>
<p>3. Follows Directions</p> <p><i>Benchmark a:</i> Achieves mastery of two-step directions and usually follows three-step directions</p>	<p>Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following multi-step directions.</p>
B. SPEAKING	
<p>1. Speaks and is understood when speaking</p> <p><i>Benchmark a:</i> Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors</p>	<p>Waterford Early Learning introduces letter sounds with instruction that demonstrates the position of the lips and tongue to correctly and clearly form sounds.</p> <ul style="list-style-type: none"> Letter Sound Instruction

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
C. VOCABULARY	
<p>1. Shows an understanding of words and their meanings (receptive)</p> <p><i>Benchmark a:</i> Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p>	<ul style="list-style-type: none"> • Power Words • Vocab Instruction • Body Parts • Boo Hoo Baby • Lost and Found • Do I Have To? • It's Not Fair! • Soup's On!
<p><i>Benchmark b:</i> Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments</p>	<ul style="list-style-type: none"> • Songs: Same and Different; Get Over the Bugs; Monster Trucks • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, Above, Below • Inside, Outside, Between • Position • Book: Up in the Air • Right, Left • First, Middle, Last
<p><i>Benchmark c:</i> Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p>	<p>Waterford Early Learning activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> <ul style="list-style-type: none"> • Informational Books • Math Books • Science Books • Read with Me Books • Sing a Rhyme Songs/Books <p>(See titles at end of document.)</p>
<p>2. Uses increased vocabulary to describe objects, actions and events (expressive)</p> <p><i>Benchmark a:</i> Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)</p>	<ul style="list-style-type: none"> • Power Words • Vocab Instruction
<p><i>Benchmark b:</i> Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</p>	<ul style="list-style-type: none"> • Plants (part:whole) • Birds (part:whole) • Books: Shell Houses (object:location); Mr. Mario's Neighborhood (object:function); Guess What I Am (part:whole) • Bug Fun (part:whole)
<p><i>Benchmark c:</i> Identifies unfamiliar words asking for clarification</p>	<p>Online books in Waterford Early Learning include bolded vocabulary words. Students learn to click these words in a tutorial to hear a slowed pronunciation and see a pop-up with the definition and an illustration.</p> <ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books • Math Books • Science Books <p>(See titles at end of document.)</p>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
C. VOCABULARY <i>continued</i>	
<i>Benchmark d:</i> Uses words in multiple contexts, with the understanding that some words have multiple meanings	<ul style="list-style-type: none"> Vocabulary Instruction
D. SENTENCES AND STRUCTURE	
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences <i>Benchmark a:</i> Typically uses complete sentences of five or more words, usually with subject, verb and object order	<ul style="list-style-type: none"> Song: What is a Sentence? Sentences
<i>Benchmark b:</i> Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	<ul style="list-style-type: none"> Songs: It Happened Yesterday; Nouns; Verbs; More Than One; Strange Spellings; Apostrophe Pig; Pronouns Plural Nouns Verbs
2. Connects words, phrases and sentences to build ideas <i>Benchmark a:</i> Uses sentences with more than one phrase	<ul style="list-style-type: none"> Sentences
<i>Benchmark b:</i> Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	<ul style="list-style-type: none"> Sentences
<i>Benchmark c:</i> Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	<ul style="list-style-type: none"> Sentences
E. CONVERSATION	
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems <i>Benchmark a:</i> Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)	Social Emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. <ul style="list-style-type: none"> Find Me! It’s Not Fair! Do I Have To? Lost and Found Where’s Papa!
2. Asks questions, and responds to adults and peers in a variety of settings <i>Benchmark a:</i> Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	Question and response discussions within Waterford’s Social Emotional videos provide examples for students to ask and answer questions and to continue conversations. The characters demonstrate initiating and ending discussions appropriately. <ul style="list-style-type: none"> Do I Have To? Find Me!
3. Demonstrates understanding of the social conventions of communication and language use <i>Benchmark a:</i> Demonstrates increased awareness of nonverbal conversational rules	Waterford’s 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.

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
E. CONVERSATION <i>continued</i>	
<i>Benchmark b:</i> Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	Waterford's Social Emotional videos model appropriate conversational rules in discussions between characters. <ul style="list-style-type: none"> • Musical Mayhem • Mama's Melody • It's Not Fair! • Soup's On!
<i>Benchmark c:</i> Matches language to social and academic contexts (e.g., uses volume appropriate to context)	<ul style="list-style-type: none"> • Marmot Basket • Soup's On!
F. EMERGENT READING	
1. Shows motivation for and appreciation of reading <i>Benchmark a:</i> Selects books for reading enjoyment and reading related activities including pretending to read to self or others	Waterford provides a Play and Practice opportunity for children to select the books they enjoy along with songs and games to review reading concepts. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
<i>Benchmark b:</i> Makes real-world connections between stories and real-life experiences	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Real and Make-believe
<i>Benchmark c:</i> Interacts appropriately with books and other materials in a print-rich environment	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
<i>Benchmark d:</i> Asks to be read to, asks the meaning of written text or compares books/stories	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures • Read with Me Books • Informational Books • Decodable Books • Sing a Rhyme Songs/Books (See titles at end of document.)
<i>Benchmark e:</i> Initiates and participates in conversations that demonstrate appreciation of printed materials	In the Social Emotional video "Party Time," Squirrel makes a birthday card for his sister and shares it with Mama. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
2. Shows age-appropriate phonological awareness <i>Benchmark a:</i> Distinguishes individual words within spoken phrases or sentences	Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase.
<i>Benchmark b:</i> Combines words to make a compound word (e.g., "foot" + "ball" = "football")	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
F. EMERGENT READING <i>continued</i>	
<i>Benchmark c:</i> Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)	<ul style="list-style-type: none"> Take Away Syllables
<i>Benchmark d:</i> Combines syllables into words (e.g., “sis” + “ter” = “sister”)	<ul style="list-style-type: none"> Syllables
<i>Benchmark e:</i> Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)	<ul style="list-style-type: none"> Syllables Take Away Syllables
<i>Benchmark f:</i> Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)	<ul style="list-style-type: none"> Blend Onset/Rime Blending Riddles Blending Dragon
3. Shows alphabetic and print knowledge <i>Benchmark a:</i> Recognizes that print conveys meaning	<ul style="list-style-type: none"> Print Concepts Letters Make Words Words Tell About the Pictures Picture Story
<i>Benchmark b:</i> Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	<ul style="list-style-type: none"> Letter Pictures Distinguish Letters ABC Songs Name That Letter Hidden Letters Fast Letter Fun
<i>Benchmark c:</i> Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	<ul style="list-style-type: none"> Letter Pictures Distinguish Letters ABC Songs Name That Letter Hidden Letters Fast Letter Fun
<i>Benchmark d:</i> Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Name That Letter Sound Sound Room Choose a Sound
4. Demonstrates comprehension of books read aloud <i>Benchmark a:</i> Retells or reenacts story with increasing accuracy and complexity after it is read aloud	<ul style="list-style-type: none"> Sum Up, Five Ws Sum Up, Remember Order What Comes Next? Picture Clues Describe Characters
<i>Benchmark b:</i> Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	<ul style="list-style-type: none"> Sum Up, Five Ws Sum Up, Remember Order Peek at the Story What Comes Next? Find an Answer Picture Clues

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
G. EMERGENT WRITING	
<p>1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p> <p><i>Benchmark a:</i> Intentionally uses scribbles/ writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters • Print Concepts • Letters Make Words
<p><i>Benchmark b:</i> Uses letter-like shapes or letters to write words or parts of words</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters • Print Concepts • Letters Make Words
<p><i>Benchmark c:</i> Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters</p>	<ul style="list-style-type: none"> • Letter Picture Writing • What's Your Name?
V. MATHEMATICAL THINKING DOMAIN	
A. NUMBER SENSE	
<p>1. Subitizes (immediately recognizes without counting) up to five objects</p>	<ul style="list-style-type: none"> • Moving Target (Dots) • Make and Count Groups
<p>2. Counts and identifies the number sequence "1 to 31"</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Number Recognition and Sense • Counting Puzzle • Order Numbers
<p>3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</p>	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Counting • Match Numbers • Number Recognition and Sense
<p>4. Identifies the last number spoken tells "how many" up to 10 (cardinality)</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Number Recognition and Sense • Counting Puzzle • Order Numbers • Make and Count Groups
<p>5. Constructs and counts sets of objects (one to 10 and beyond)</p>	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Match Numbers • Number Counting • Number Recognition and Sense
<p>6. Uses counting and matching strategies to find which is more, less than or equal to 10</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Greater Than, Less Than • More Than, Fewer Than • Match Numbers • Make and Count Groups

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
A. NUMBER SENSE <i>continued</i>	
7. Reads and writes some numerals one to 10 using appropriate activities	<ul style="list-style-type: none"> • Number Instruction • Number Recognition and Sense • Number Practice • Moving Target • Number Books (See titles at end of document.)
B. NUMBER AND OPERATIONS	
1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou • Book: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Make and Count Groups • Add Groups • Subtract Groups
2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou • Book: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Make and Count Groups • Add Groups • Subtract Groups
C. PATTERNS	
1. Identifies and extends a simple AB repeating pattern	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB
2. Duplicates a simple AB pattern using different objects	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Logic Game
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Pattern ABB • Pattern ABC • Patterns • Pattern AB • Logic Game

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
D. GEOMETRY	
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites Books: Imagination Shapes; The Shape of Things Simple Shapes Circle, Square, Triangle, Rectangle
2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	<ul style="list-style-type: none"> Songs: Corners and Sides; Shapes, Shapes, Shapes; Kites; All Sorts of Laundry Books: Imagination Shapes; The Shape of Things; Buttons, Buttons Sort Similar Figures Space Shapes Solid Shapes Simple Shapes Circle, Square, Triangle, Rectangle Oval, Star, Semicircle, Diamond, Octagon
3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	<ul style="list-style-type: none"> Geoboard Tangrams
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	<ul style="list-style-type: none"> Soup's On! Pretend Play
E. SPATIAL RELATIONS	
1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	<ul style="list-style-type: none"> Songs: Positioning; Get Over the Bugs; Monster Trucks Book: 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 First, Next, Last
2. Uses directions to move through space and find places in space	<ul style="list-style-type: none"> Songs: Positioning; Get Over the Bugs; Monster Trucks Book: Up in the Air Right, Left First, Middle, Last Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through Position First, Next, Last

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
F. MEASUREMENT AND DATA	
1. Measures object attributes using a variety of standard and nonstandard tools	<ul style="list-style-type: none"> Length Capacity
2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	<ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest Length Weight Tall and Short Heavy and Light Big and Little Match Size Capacity
3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	<ul style="list-style-type: none"> Song: Large, Larger, Largest Order Size Length
4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)	<ul style="list-style-type: none"> Books: One More Cat; Milton's Mittens Calendar/Graph Weather Observe a Simple System
5. Begins to predict the results of data collection	<ul style="list-style-type: none"> Calendar/Graph Weather Observe a Simple System
VI. SCIENTIFIC INQUIRY DOMAIN	
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY	
1. Uses senses to explore and understand their social and physical environment <i>Benchmark a:</i> Identifies each of the five senses and the relationship to each of the sense organs	<ul style="list-style-type: none"> Song: Five Senses Books: I Wish I Had Ears Like a Bat; Fawn Eyes Sight Touch Hearing Taste Smell Science Investigation Body Parts Parts of the Face
<i>Benchmark b:</i> Begins to identify and make observations about what can be learned about the world using each of the five senses	<ul style="list-style-type: none"> Song: Five Senses Books: I Wish I Had Ears Like a Bat; Fawn Eyes Sight Touch Hearing Taste Smell Science Investigation Body Parts Parts of the Face
<i>Benchmark c:</i> Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	<ul style="list-style-type: none"> Books: Lumpy Mush; Ooey, Gooey Mud

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY <i>continued</i>	
2. Uses tools in scientific inquiry <i>Benchmark a:</i> Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	<ul style="list-style-type: none"> • Science Tools • Science Investigation • Observe a Simple System
3. Uses understanding of causal relationships to act on social and physical environments <i>Benchmark a:</i> Makes predictions and tests their predictions through experimentation and investigation	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation
<i>Benchmark b:</i> Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	<ul style="list-style-type: none"> • Books: Milton's Mittens; One More Cat • Observe a Simple System • Calendar/Graph Weather
<i>Benchmark c:</i> Begins to form conclusions and construct explanations (e.g., What do the results mean?)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation
<i>Benchmark d:</i> Shares findings and outcomes of experiments	<ul style="list-style-type: none"> • Song: The Scientific Method • Book: I Want to Be a Scientist Like George Washington Carver • Science Tools • Science Investigation
B. LIFE SCIENCE	
1. Demonstrates knowledge related to living things and their environments <i>Benchmark a:</i> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation • Food From Plants

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
B. LIFE SCIENCE <i>continued</i>	
<i>Benchmark b:</i> Notices the similarities and differences among various living things	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Science Investigation • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants
<i>Benchmark c:</i> Understands that all living things grow, change and go through life cycles	<ul style="list-style-type: none"> • Songs: Plants are Growing • Mammals • Amphibians • Birds • Plants • Observe a Simple System
<i>Benchmark d:</i> Begins to distinguish between living and non-living things	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving • Materials • Magnets
<i>Benchmark e:</i> Observes that living things differ with regard to their needs and habitats	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants • Food From Plants

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
C. PHYSICAL SCIENCE	
<p>1. Demonstrates knowledge related to physical science</p> <p><i>Benchmark a:</i> Discusses what makes objects move the way they do and how the movement can be controlled</p>	<ul style="list-style-type: none"> Song: Push and Pull Book: Mr. Mario's Neighborhood Push and Pull
<p><i>Benchmark b:</i> Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</p>	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
<p><i>Benchmark c:</i> Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)</p>	<ul style="list-style-type: none"> Water States of Water Solid and Liquid
<p><i>Benchmark d:</i> Investigates and describes changing states of matter—liquid, solid and gas</p>	<ul style="list-style-type: none"> States of Water
<p><i>Benchmark e:</i> Explores the relationship of objects to light (e.g., light and shadows)</p>	<ul style="list-style-type: none"> Light Exploration
D. EARTH AND SPACE SCIENCE	
<p>1. Demonstrates knowledge related to the dynamic properties of earth and sky</p> <p><i>Benchmark a:</i> Describes properties of water including changes in the states of water—liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)</p>	<ul style="list-style-type: none"> Songs: Solid or Liquid; Water Water Solid and Liquid States of Water
<p><i>Benchmark b:</i> Discovers, explores, sorts, compares and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</p>	<ul style="list-style-type: none"> Song: Rocks Rocks Sorting Rocks Experiment
<p><i>Benchmark c:</i> Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars</p>	<ul style="list-style-type: none"> Songs: Sun Blues; The Moon Book: Star Pictures Sun Moon Constellations Clouds
<p><i>Benchmark d:</i> Compares the daytime and nighttime cycle</p>	<ul style="list-style-type: none"> Songs: Sun Blues; The Moon Book: Star Pictures Sun Moon Constellations Clouds
<p><i>Benchmark e:</i> Uses appropriate vocabulary to discuss climate and changes in the weather and the impact on their daily lives (e.g., types of clothing for different environments)</p>	<ul style="list-style-type: none"> Songs: Seasons; Precipitation Book: That's What I Like: A Book About Seasons Spring Summer Fall Winter Weather

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
E. ENVIRONMENT	
<p>1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p> <p><i>Benchmark a:</i> Demonstrates how people use objects and natural resources in the environment</p>	<ul style="list-style-type: none"> Care of Water Care of Earth Magnets
<p><i>Benchmark b:</i> Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)</p>	<ul style="list-style-type: none"> Song: Conservation Care of Water Care of Earth
<p><i>Benchmark c:</i> Identifies examples of organized efforts to protect the environment (e.g., recycle materials in the classroom)</p>	<ul style="list-style-type: none"> Song: Pollution Rap Pollution and Recycling Care of Earth
F. ENGINEERING AND TECHNOLOGY	
<p>1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</p> <p><i>Benchmark a:</i> Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)</p>	<ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Wilbur and Orville Wright
<p><i>Benchmark b:</i> Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)</p>	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
<p><i>Benchmark c:</i> Uses appropriate tools and materials with greater flexibility to create or solve problems</p>	<ul style="list-style-type: none"> Science Tools
<p><i>Benchmark d:</i> Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)</p>	<ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Wilbur and Orville Wright
VII. SOCIAL STUDIES DOMAIN	
A. CULTURE	
<p>1. Identifies self as a member of a culture</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> My Family Clubhouse
<p>2. Understands everyone belongs to a culture</p>	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
<p>3. Explores culture of peers and families in the classroom and community</p>	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
A. CULTURE <i>continued</i>	
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	<ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird's Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)
B. INDIVIDUAL DEVELOPMENT AND IDENTITY	
1. Identifies characteristics of self as an individual	<ul style="list-style-type: none"> Book: Mine
2. Identifies the ways self is similar to and different from peers and others	<ul style="list-style-type: none"> Book: Mine
3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	<ul style="list-style-type: none"> Do I Have To? Soup's On!
C. INDIVIDUALS AND GROUPS	
1. Identifies differences and similarities of self and others as part of a group	<ul style="list-style-type: none"> Book: Mine
2. Explains the role of groups within a community	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
4. Exhibits leadership skills and roles (e.g., line leader and door holder)	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem
D. SPACES, PLACES AND ENVIRONMENTS	
1. Identifies the relationship of personal space to surroundings	<ul style="list-style-type: none"> Book: Up in the Air Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through First, Middle, Last
2. Identifies differences and similarities between own environment and other locations	<ul style="list-style-type: none"> Song: Four Ecosystems Book: Where in the World Would You Go Today? Create Your Own Environment Ecosystems Mountains Oceans Deserts Rainforests Wetlands Prairies

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
D. SPACES, PLACES AND ENVIRONMENTS <i>continued</i>	
3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Mountains • Oceans • Deserts • Rainforests • Wetlands • Prairies
4. Uses spatial words (e.g., far/close, over/under and up/down)	<ul style="list-style-type: none"> • Book: Up in the Air • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between
5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	<p>Each song in the Sing Around The World series begins with a map showing the location of the country.</p> <ul style="list-style-type: none"> • Songs: A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); One, Antenna, Two Antennas (Japan); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird's Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)
6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	<ul style="list-style-type: none"> • Songs: Pollution Rap, Conservation • Pollution and Recycling • Care of Water • Care of Earth
E. TIME, CONTINUITY AND CHANGE	
1. Identifies changes within a sequence of events to establish a sense of order and time	<p>After an online book, for example <i>Little Monkey</i>, students see the activity “Sum Up, Remember Order: Little Monkey” and then are asked to place the events from the story in the correct order.</p> <p>“What Comes Next?” activities include rhymes from the Sing a Rhyme books. Students place events from the rhyme in the correct sequence. An example is <i>Hey Diddle, Diddle</i>.</p>
2. Observes and recognizes changes that take place over time in the immediate environment	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like: A Book About Seasons • Spring • Summer • Fall • Winter

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES	
1. Recognizes and follows rules and expectations in varying settings	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
2. Participates in problem solving and decision making	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
G. ECONOMICS AND RESOURCES	
1. Recognizes the difference between wants and needs	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
2. Begins to recognize that people work to earn money to buy things they need or want	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
H. TECHNOLOGY AND OUR WORLD	
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	While interacting with Waterford Early Learning, children become familiar with technology and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.
VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN	
A. SENSORY ART EXPERIENCE	
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> Color Practice Color or Make a Scene
B. MUSIC	
1. Actively participates in a variety of individual and group musical activities	<ul style="list-style-type: none"> Song: Head, Shoulders, Knees, and Toes
2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	<ul style="list-style-type: none"> Mama’s Melody Baby’s Ballet
C. CREATIVE MOVEMENT	
1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	<ul style="list-style-type: none"> Baby’s Ballet Mama’s Melody
D. IMAGINATIVE AND CREATIVE PLAY	
1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	<ul style="list-style-type: none"> Pretend Play Mama’s Melody

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
E. APPRECIATION OF THE ARTS	
1. Uses appropriate art vocabulary to describe own art creations and those of others	<ul style="list-style-type: none">Squirrel’s Sketches
2. Compares own art to similar art forms	<ul style="list-style-type: none">See “Parent Portal Resources” at end of document.
3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.



PRE-READING

Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)

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

Readable (Walk-through/Jump-through/Record Titles)

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



FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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



PRE-MATH & SCIENCE

Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

Science Books

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

Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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



PARENT PORTAL RESOURCES

Parent resources are constantly being created, updated and modified according to the needs of Waterford UPSTART families. Please visit <http://www.waterfordupstart.org/resources-activities/> to see the most current resources and activities.

SAMPLE CATEGORIES AND ACTIVITIES

Educational Activities

Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Let it Snow, Let it Snow, Let it Snow!; Numbers, Counting, and Place Value with Cheerios; Writing Poems for Valentine's Day

Art

Let it Snow, Let it Snow, Let it Snow!; Springtime Ladybug Craft; Snowflake Books, Crafts and Activities for Kids; Being Thankful: A Thanksgiving Craft; Fire Safety Activities for Kids; Preschool Letter Recognition Collage Craft

Healthy & Safety

March Is National Nutrition Month, Emergency Preparedness for Kids, Fire Safety Activities for Kids

Helpful Hints

A Spring Snack, Craft and Book; Go Fish with a Math Twist; March Is National Nutrition Month, 12 Ways to Nurture a Love for Reading in Your Preschooler; Teaching Children Manners

Holidays

Writing Poems for Valentine's Day; Teach the Joy of Giving Year Round; St. Patrick's Day Books and Fun Food for Kids; Let it Snow, Let it Snow, Let it Snow!; Easter Egg Phonics Game; March Is National Nutrition Month; Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Being Thankful: A Thanksgiving Craft; Homemade Halloween Pizza; 13 Spooky Books for Halloween

Reading

Writing Poems for Valentine's Day; Teach the Joy of Giving Year Round; St. Patrick's Day Books and Fun Food for Kids; A Spring Snack, Craft and Book; Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Preschool Letter Recognition Collage Craft; 12 Ways to Nurture a Love for Reading in Your Preschooler; What You Can Do with Rusty and Rosy's 5 Strands of Reading; 13 Spooky Books for Halloween

Math & Science

Go Fish with a Math Twist, Numbers, Counting, and Place Value with Cheerios

Social and Emotional Learning

Teach the Joy of Giving Year Round, Go Fish with a Math Twist, Being Thankful: A Thanksgiving Craft, Emergency Preparedness for Kids, Teaching Children Manners, Personal Space Circle, Role Play, Shape Bag, Lots of Feelings, Telling the Truth

Social Studies

Teaching Young Children about Dr. King, Exploring Your Home City with Your Children

Technology

Going on an Alphabet Sound Hunt!

Coloring Printables

St. Patrick's Day, President's Day, Valentine's Day, Hair—Printable Book, Martin Luther King/Civil Rights Day, Andy's Adventure—Printable Book, Winter, New Year, Christmas, Kwanzaa, Hanukkah, Holiday Gifts, Thanksgiving, Halloween, Easter, Mother's Day, Spring

Printables

Helpful Hints: Use Incentive Cards; Before & After Time Worksheet; Calendar Cards; Calculator Worksheet #1; Science Experiment: Health; Keypad Practice Sheet; Senses Worksheet #1; Time Worksheet #1; Money Worksheet #2; Money Worksheet #1; Math Fact Cards: Subtracting; Subtracting Worksheet #1; Newsletter: Time; Practice Clock; Sing Around the World: Letter A; Sing a Rhyme: Letter A; Letter Aa Newsletter; Lowercase a Worksheet; Capital A Worksheet; Letter Puppet A; Letter Sound Chart; ABC Song Book; Block Letter Chart—Lower Case; Block Letter Chart—Capital

Early Learning Standards: Expresses Emotions and Feelings, Develops Self-Control by Regulating Impulses and Feelings, Employs Positive Social Behaviors with Peers and Adults, Participates in Cooperative Play, Develops Skills to Interact Cooperatively with Others

Helpful Hints: Establish a Daily Routine, Create a Good Learning Environment

WATERFORD MENTOR

Waterford Mentor is a secure website where Waterford UPSTART families log in to see their child's usage and learning achievements. 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.

The Waterford UPSTART Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science.

