

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

98%

*Minnesota  
Early Childhood  
Indicators of  
Progress 2017*

# TABLE OF CONTENTS

<b>OVERVIEW</b> .....	<b>1</b>	<b>PHYSICAL AND MOVEMENT DEVELOPMENT</b> .....	<b>10</b>
<b>LANGUAGE, LITERACY, AND COMMUNICATION: COGNITIVE</b> .....	<b>2</b>	P1-4: Gross Motor .....	10
LLC 1-2: Listening and Understanding: Receptive Language .....	2	P5-6: Fine Motor .....	10
LLC 3-4: Communicating and Speaking: Expressive Language .....	2	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b> .....	<b>11</b>
LLC 5-13: Emergent Reading .....	2	S1-3: Self and Emotional Awareness .....	11
<b>MATHEMATICS</b> .....	<b>4</b>	S4-5: Self-Management .....	12
M1-6: Number Knowledge .....	4	S6-8: Social Understanding and Relationships .....	12
M9-11: Geometry and Spatial Thinking .....	6	<b>SOCIAL SYSTEMS</b> .....	<b>13</b>
M-12: Data Analysis .....	7	SS1-2: Community, People, and Relationships .....	13
<b>THE ARTS</b> .....	<b>7</b>	SS3-4: Change Over Time .....	13
A1-2: Exploring the Arts .....	7	SS5-6: Environment .....	14
A3-4: Using the Arts to Express Ideas and Emotions .....	8	SS7: Economics .....	14
A5: Self-Expression in the Arts .....	8	SS8: Technology .....	14
<b>APPROACHES TO LEARNING</b> .....	<b>8</b>	<b>SCIENTIFIC THINKING</b> .....	<b>15</b>
AL1-2: Initiative and Curiosity .....	8	ST1-2: Discover .....	15
AL3-6: Attentiveness, Engagement, and Persistence .....	8	ST3-4: Act .....	15
AL7-9: Creativity .....	9	ST5-6: Integrate .....	16
AL10-13: Processing and Utilizing Information .....	9	<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> ....	<b>17</b>

## *This document provides a detailed correlation of* **WATERFORD UPSTART** *to the* **MINNESOTA EARLY CHILDHOOD INDICATORS OF PROGRESS 2017.**

### **WATERFORD UPSTART INTRODUCTION**

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

Waterford 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 Waterford UPSTART families report that the program was key in preparing their children for kindergarten.

### **PROVEN SUPPORT MODEL**

Waterford UPSTART has a strong and proven support model (provided in English or Spanish). Waterford UPSTART families are assigned a Personal Care Representative. Their Personal Care Representatives train the 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.

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

### **WATERFORD EARLY LEARNING**

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

- Waterford Early Learning: Reading is a comprehensive, adaptive reading curriculum designed to help each student develop into a fluent reader.
- Waterford Early Learning: 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:

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

*Following an extensive review, Waterford Early Learning: 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.*



MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LANGUAGE, LITERACY, AND COMMUNICATION: COGNITIVE</b>	
<b>LLC 1-2: LISTENING AND UNDERSTANDING: RECEPTIVE LANGUAGE</b>	
L1. Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive).	
L1.13 Follows directions that involve two or more steps	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following detailed, multi-step directions.
L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• First, Middle, Last</li> </ul>
<b>LLC 3-4: COMMUNICATING AND SPEAKING: EXPRESSIVE LANGUAGE</b>	
L2. Social conversation: Child meaningfully engages in talk with others to express feelings, wants, and ideas.	
L2.11 Negotiates, shares, plans, and solves problems with others.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
L2.12 Asks and answers questions to seek help or get information	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> </ul>
L3. Vocabulary and syntax: Child understands word order and grammatical rules.	
L3.14 Uses sentences that express logical relationships between concepts	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> </ul>
L3.15 Uses increasingly specific words to name objects and their features and functions	<ul style="list-style-type: none"> <li>• Vocabulary Introduction</li> </ul>
L3.16 Shares information about experiences, people, places, and things in sequence	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• First, Next, and Last</li> </ul>
<b>LLC 5-13: EMERGENT READING</b>	
L4. Motivation, engagement: Child has an interest in and sustained attention for literacy acts.	
L4.12 Actively participates in reading activities with enjoyment and purpose	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
L4.13 Retells familiar stories using the book as a guide	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• First, Next, and Last</li> <li>• What Comes Next?</li> <li>• Picture Clues</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>L5. Phonological awareness: Child is able to hear and understand the discrete sounds that make up language.</b>	
L5.12 Identifies and continues sound patterns in words	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyming Words Song</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Blend Onset/Rime</li> </ul>
L5.13 Plays with the sounds in spoken language, independent of meaning	<ul style="list-style-type: none"> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> <li>• Change One Sound</li> </ul>
<b>L6. Letter recognition: Child recognizes the shapes of letters and recalls the names of letters.</b>	
L6.6 Recognizes how features of a letter combine to make a specific letter	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Distinguish Letters (Alphabet Introduction)</li> </ul>
L6.7 Differentiates between letters and other symbols	<ul style="list-style-type: none"> <li>• Distinguish Letters (Alphabet Introduction)</li> </ul>
<b>L7. Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print.</b>	
L7.8 Recognizes some parts of a book and conventions of print	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Print Concepts</li> </ul>
L7.9 Knows that English print is left to right and top to bottom	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Print Concepts</li> </ul>
L7.10 Points to words and attempts to read, or asks, "what does it say?"	Waterford Early Learning provides text-to-speech in the online books that allows students to click words to hear them spoken.
<b>L8. Comprehension of narrative text: Child understands the events and order of events in a story.</b>	
L8.13 Predicts what will happen next in a story using words or drawings	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• What Comes Next?</li> </ul>
L8.14 Retells a story using a variety of media, materials, and props	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
L8.15 Restates and describes the concepts from the text	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
<b>L9. Writing conventions: Child understands the forms and function of written language.</b>	
L9.10 Writes own name, and words about things that interest them	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• What's Your Name?</li> </ul>
L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
L9.12 Uses invented spelling	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• Letter Sound</li> <li>• Letters Make Words</li> </ul>
L9.13 Uses words, pictures, letters, or letter like symbols to communicate information and ideas, or compose original stories	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>MATHEMATICS</b>	
<b>M1-6: NUMBER KNOWLEDGE</b>	
<b>M1. Rote counting:</b> The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity.	
M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>
M1.15 Recites number words aloud, backward, down from at least 10 without objects	<ul style="list-style-type: none"> <li>• Song: Counting Backward</li> <li>• Book: A Space Adventure</li> <li>• Count Down</li> <li>• Counting Back</li> <li>• Number Chart</li> </ul>
M1.16 Is able to name the next number word for numbers up to 9	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> <li>• Order Numbers</li> <li>• Number Counting</li> </ul>
M1.17 Reads and writes numerals from 0 to 10, with some reversals possible	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Math Books (See titles at end of document.)</li> </ul>
<b>M2. Meaningful Counting:</b> The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”.	
M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> </ul>
<b>M3. Cardinality:</b> The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set.	
M3.5 Gives 5 or more items correctly and consistently when asked	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> </ul>
<b>M4. Ordinality:</b> The child matches symbols (digits or numerals) to a position in a sequence.	
M4.3 Recognizes that a number can be used to represent a position in a sequence	<ul style="list-style-type: none"> <li>• Song: Ordinal Numbers</li> <li>• Book: The Circus Came to Town</li> </ul>
<b>M5. Comparing numbers and quantities:</b> The child uses organizing strategies to know how many objects they have.	
M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>M6. Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes.</b>	
M6.4 States the number that comes next or before up to 10	<ul style="list-style-type: none"> <li>• Songs: Counting On; Counting Backward</li> <li>• Book: A Space Adventure</li> <li>• Count On</li> <li>• Count Down</li> <li>• Counting Back</li> <li>• Order Numbers</li> <li>• Number Counting</li> </ul>
M6.5 Understands that the quantity of a set of (more than 4) objects has been changed	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> </ul>
M6.6 Without recounting, can add one more to a set, even when the set isn't visible after counting	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> <li>• Order Numbers</li> <li>• Number Counting</li> </ul>
M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
M6.8 Uses simple physical strategies to combine or separate sets.	<ul style="list-style-type: none"> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>
<b>M7. Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.).</b>	
M7.9 Compares and orders more than two items in some way	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Make Comparisons</li> </ul>
M7.10 Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Positioning</li> <li>• Book: Up in the Air</li> <li>• Size</li> <li>• Order Size</li> <li>• Make Comparisons</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Heavy and Light</li> </ul>
<b>M8. Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity.</b>	
M8.8 Uses words or pictures to describe a simple pattern	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns; Head, Shoulders, Knees, and Toes</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>M8. Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity <i>continued</i>.</b>	
M8.10 Copies complex patterns with same materials	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns; Head, Shoulders, Knees, and Toes</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
<b>M9-11: GEOMETRY AND SPATIAL THINKING</b>	
<b>M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.</b>	
M9.5 Begins to describe the features (attributes) that define 2D and 3D shapes, including sides and corners	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
M9.6 Puts together (composes) and takes apart (decomposes) shapes	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
M9.7 Composes and decomposes shapes/ constructions with increasing complexity	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>M10 Transformations and symmetry: The child can locate and manipulate shapes in space</b>	
M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
M10.9 Recognizes and creates shapes that have symmetry	<ul style="list-style-type: none"> <li>• Song: Symmetry</li> <li>• Book: Symmetry and Me</li> </ul>
M10.10 Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects</b>	
M11.6 Recognizes and describes position of objects in space with greater accuracy	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• First, Next, and Last</li> </ul>
M11.7 Draws a simple map	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>



MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people or objects <i>continued</i></b>	
M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>M-12: DATA ANALYSIS</b>	
<b>M12. Sorting: The child recognizes that objects can be sorted by attributes.</b>	
M12.7 Describes the attribute used for sorting or comparing	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Make Comparisons</li> </ul>
M12.8. While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
<b>M13. Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.</b>	
M13.3 Participates as group member in the collection of data that is put on a chart or graph	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
M13.4 Sorts information by one or more attribute	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
M13.5 Independently collects data to put on a chart or graph	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<b>M14. Describes data: The child can describe data by using data sets to solve problems or asking questions.</b>	
M14.3 Uses language to compare data	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>
M14.4 Uses data to answer questions and solve problems	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
M14.5 Discusses, compares and makes sense of collected data	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<b>THE ARTS</b>	
<b>A1-2: EXPLORING THE ARTS</b>	
<b>A1. Child shows an interest in learning about different artistic experiences.</b>	
A1.5 Integrates a variety of art experiences during play	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>A2 Child can distinguish differences within each area of artistic expression</b>	
A2.5 Discuss differences among artistic expression	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>A3-4: USING THE ARTS TO EXPRESS IDEAS AND EMOTIONS</b>	
A3 Child demonstrates interest and emotions in artistic expression	
A3.5 Elects to spend time in artistic expression with purpose and analyzes their work	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
A4. Child understands patterns in artistic media.	
A4.5 Creates their own artistic patterns	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
<b>A5: SELF-EXPRESSION IN THE ARTS</b>	
A5. Child uses art for self-expression.	
A5.5 Intentionally uses art for self-expression	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> </ul>
<b>APPROACHES TO LEARNING</b>	
<b>AL1-2: INITIATIVE AND CURIOSITY</b>	
AL1. Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things.	
AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
AL1.11 Eager to investigate new things and have new experiences	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
AL2. Wonderment: Child expresses interest in novelty.	
AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>AL3-6: ATTENTIVENESS, ENGAGEMENT, AND PERSISTENCE</b>	
AL3. Attending: Child focuses visual and auditory attention on relevant aspects of the environment.	
AL3.7 Attends in large group activities led by teacher for sustained periods	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
AL3.8 Participates in large group activities and discussions	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
AL3.9 Listens to others	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
AL4. Self-direction: Child makes choices based upon own interests.	
AL4.5 Creates a plan to achieve a goal and follows through to completion	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> </ul>
AL5. Diligence: Child is focused and productive.	
AL5.6 Conscientiously attempts to complete assigned tasks	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.
AL6. Resilience: Child responds to challenge by adapting.	
AL6.6 Maintains a positive outlook in spite of challenges	<ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Marmot Basket</li> </ul>
AL6.7 Demonstrates ability to adjust to changes	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>AL7-9: CREATIVITY</b>	
<b>AL7. Immersion: Child becomes absorbed in the process of exploration.</b>	
AL7.6 When interested in a topic seeks opportunities to learn more and satisfy own curiosity	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>
<b>AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play</b>	
AL8.9 Approaches tasks with imagination and inventiveness	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> </ul>
<b>AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant</b>	
AL9.8 Becomes absorbed in the process of creating	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
AL9.9 Purposefully works to create unique products of own choosing	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<b>AL10-13: PROCESSING AND UTILIZING INFORMATION</b>	
<b>AL10 Working Memory: Child stores and retrieves information in order to use it purposefully.</b>	
AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• The Picnic</li> </ul>
AL10.9 Participates in discussions about familiar topics and contributes relevant information	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.
<b>AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections</b>	
AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> </ul>
<b>AL12. Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing.</b>	
AL12.8 Draws conclusions and can explain their thinking	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul>
AL12.9 Considers another point of view and will change opinion or idea when faced with new information	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>
AL12.10 Collaborates with others to investigate a situation or problem	<ul style="list-style-type: none"> <li>• Marmot Basket</li> </ul>
<b>AL13 Problem Solving Child seeks and finds solutions to problem</b>	
AL13.5 Independently attempts to solve problems	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul>
AL13.6 Explains the possible solution and the outcome	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>AL13 Problem Solving</b> Child seeks and finds solutions to problem <i>continued</i>	
AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Squirrel's Blocks</li> </ul>
<b>PHYSICAL AND MOVEMENT DEVELOPMENT</b>	
<b>P1-4: GROSS MOTOR</b>	
<b>P3 Locomotion:</b> Child moves their body through space from one place to another	
P3.21 Walks on a wide (12<>) slightly raised pathway	• See "Parent Portal Resources" at end of document.
P3.22 Walks up and down stairs holding handrail	• See "Parent Portal Resources" at end of document.
P3.23 Jumps off variable heights using a one-foot lead or with two feet	• See "Parent Portal Resources" at end of document.
P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step- hop)	• See "Parent Portal Resources" at end of document.
P3.25 Moves many times through an obstacle course: over, under and around	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> </ul>
<b>P4. Object control:</b> Child can manipulate objects to propel or receive.	
P4.11 Kicks playground ball or small soccer ball to a close wide target	• See "Parent Portal Resources" at end of document.
P4.12 Throws a small ball with some accuracy to a target or person	• See "Parent Portal Resources" at end of document.
P4.13 Catches a large or medium sized ball using two hands	• See "Parent Portal Resources" at end of document.
P4.14 Bounces and catches a playground ball a few times using two hands	• See "Parent Portal Resources" at end of document.
P4.15 Attempts to pump legs to swing on swing	• See "Parent Portal Resources" at end of document.
<b>P5-6: FINE MOTOR</b>	
<b>P5. Dexterity:</b> Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.	
P5.15 Grasps puzzle piece and can place 5-7 pieces in the puzzle	The daily use of a touch pad or mouse develops hand-eye coordination, hand strength, and dexterity.
P5.16 Draws letters and/or part of name with some reversals	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• What's Your Name?</li> </ul>
P5.17 Draws stick people and some objects	• Dots, Lines, and Circles

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
P6. Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene.	
P6.14 Dresses with near independence	
P6.15 Puts shoes on the correct feet. May need help with ties and fasteners	
P6.16 Puts boots on correct feet and takes boots off. May need help with ties and fasteners	
P6.17 Puts coat on and takes off	
P6.18 Uses the bathroom independently	
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>S1-3: SELF AND EMOTIONAL AWARENESS</b>	
SE 1 Confidence: Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”	
S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Name Is Squirrel</li> <li>• My Family</li> </ul>
S1.11 Engages in increasingly independent and self-directed activities	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.
S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed	Guided instruction throughout Waterford Early Learning activities offers children the graduated support they may need to be successful. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
S2 Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world	
S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	<ul style="list-style-type: none"> <li>• Books: Ooey, Goey Mud; Lumpy Mush; I Hate Peas; Bad News Shoes; Grandpa’s Great Athlete; Mine; Jose Three</li> </ul>
S2.7 Demonstrates growing interest in and awareness of similarities and differences between self and others	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
S3. Emotions: Child demonstrates understanding of own emotions, others’ emotions, and awareness of emotions becoming reactions and behaviors.	
S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions	<ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Do I Have To?</li> <li>• Baby’s Ball</li> </ul>
S3.10 Exhibits growing ability to understand and anticipate others’ emotional reactions to situations or behaviors	<ul style="list-style-type: none"> <li>• Broken Vase</li> <li>• Papa’s Thumb</li> <li>• Lost Keys</li> <li>• Noisy Children</li> <li>• Musical Mayhem</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>S4-5: SELF-MANAGEMENT</b>	
<b>S4. Managing thinking: Child manages attention and thoughts.</b>	
S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes	Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task. Waterford helps children build persistence with support provided within each activity that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
S4.13 Talks through simple tasks and conflicts, seeking adult support as needed	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> </ul>
<b>S5. Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently.</b>	
5.21 Increasingly expresses feelings, needs, opinions and desires verbally	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> </ul>
5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance	<ul style="list-style-type: none"> <li>• Squirrel’s Blocks</li> <li>• It’s Not Fair!</li> <li>• Lost Dinosaur</li> </ul>
5.24 Shows increasing ability to stop and think before acting	Waterford’s Social Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
<b>S6-8: SOCIAL UNDERSTANDING AND RELATIONSHIPS</b>	
<b>S6. Social responsiveness: Child notices and responds to others and their emotions.</b>	
S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy)	<ul style="list-style-type: none"> <li>• Lost Keys</li> <li>• Squirrel’s Sketches</li> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> </ul>
S6.10 Responds appropriately to others’ emotions	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Papa’s Thumb</li> </ul>
S6.11 Shows increasing understanding and appreciation of the perspectives of peers	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>S7 Building relationships: Child establishes and sustains relationships with others</b>	
S7.9 Builds friendships through play, learning activities and conversation with peers	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>S8 Social skills: Child responds to and interact with others in a meaningful way</b>	
S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults	<ul style="list-style-type: none"> <li>• Where’s Papa?</li> <li>• Mama’s Melody</li> <li>• Find Me!</li> </ul>
S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>SOCIAL SYSTEMS</b>	
<b>SS1-2: COMMUNITY, PEOPLE, AND RELATIONSHIPS</b>	
<b>SS1. Self-identity in the community: Understands the different ways people form their identity.</b>	
SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
SS1.9 Demonstrates an understanding that families vary	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
SS1.10 Identifies some family traditions and customs	<ul style="list-style-type: none"> <li>• Books: Jose Three; My Family Campout</li> <li>• Soup’s On!</li> <li>• My Family</li> </ul>
<b>SS2 Civics: Child understands what it means to be a member of a community</b>	
SS2.8 Practices the ways groups make choices and decisions with support	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
SS2.9 Demonstrates an understanding of rules and why they are important	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
SS2.10 Participates in a variety of roles in the early childhood environment	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
SS2.11 Demonstrates awareness of familiar jobs and what’s needed to perform them	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>SS3-4: CHANGE OVER TIME</b>	
<b>SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events</b>	
S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy	<ul style="list-style-type: none"> <li>• Books: Play Ball; Grandpa’s Great Athlete; I Can’t Wait</li> </ul>
S3.11 Compares self to older and younger family members and friends with specific examples	<ul style="list-style-type: none"> <li>• Books: Play Ball; Jose Three; In the Rain; Seeing Fingers; Noise? What Noise?</li> </ul>
S3.12 Describes a chronological order in a series of familiar events	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>
S3.13 Reflects on the impact of past, present and some future events on self and family	<ul style="list-style-type: none"> <li>• Books: Jose Three; Play Ball</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SS4. Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions.</b>	
SS4.4 Asks more questions about families and culture to build deeper understanding	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
SS4.5 Compares own cultural traditions with others to understand similarities and differences	<ul style="list-style-type: none"> <li>• Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</li> </ul>
<b>SS5-6: ENVIRONMENT</b>	
<b>SS5 Conservation: Understands that some environmental resources are limited</b>	
SS5.5 With support, participates in community conservation activities (playground clean up, etc.)	<ul style="list-style-type: none"> <li>• Song: Pollution Rap</li> <li>• Pollution and Recycling</li> </ul>
<b>SS6 Physical characteristics of community: Child can identify important physical features in their environment</b>	
SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Four Ecosystems</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Rainforests</li> </ul>
SS6.5 Uses tools to represent immediate environment	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>SS7: ECONOMICS</b>	
<b>SS7 Economic reasoning: Child begins to understand basic economic principles</b>	
SS7.7 Negotiates and shares with other children during play	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SS7.8 Begins to label individual needs and wants with support	<ul style="list-style-type: none"> <li>• Songs: Water; Health</li> <li>• Books: Everybody Needs to Eat; We All Exercise</li> <li>• Exercise and Rest</li> </ul>
SS7.9 Identifies goods and services that could meet a specific need or want	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Book: Follow the Apples</li> </ul>
<b>SS8: TECHNOLOGY</b>	
<b>SS8 Digital citizenship: the ability to choose and use some digital technology appropriately</b>	
SS8.2 Knows when, how and why to use a variety of tools for learning, including digital technology	Waterford’s digital sequence combined with Parent Resources offer children verbal, visual, aural, and kinesthetic experiences providing many options and tools for learning.
SS8.3 With support, engages in responsible use of all tools including digital technology	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.



MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SCIENTIFIC THINKING</b>	
<b>ST1-2: DISCOVER</b>	
<b>ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment</b>	
ST1.7 Verbally identifies obvious differences and similarities	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Make Comparisons</li> </ul>
ST1.8 Expresses curiosity and/or formulates questions of complex concepts	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>
<b>ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings</b>	
ST2.10 Starts with a useful, general approach to investigation even if details may be lacking	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
ST2.11 Uses discernment to inform exploration	<ul style="list-style-type: none"> <li>• Songs: Same and Different; The Scientific Method</li> <li>• Make Comparisons</li> </ul>
ST2.12 Uses tools in new and novel ways	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
<b>ST3-4: ACT</b>	
<b>ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.</b>	
ST3.14 Makes a plan in advance with an intended outcome	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> </ul>
ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
ST3.16 Makes a prediction when prompted	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> </ul>
ST3.17 Changes a plan or refines actions when outcome is not as expected	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> </ul>
<b>ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions</b>	
ST4.10 Offers critique of an experience based on examination of outcomes	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> </ul>
ST4.11 Sees outcomes as the result of one's behavior or actions	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> </ul>
ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered	<ul style="list-style-type: none"> <li>• Book: Milton's Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>

MINNESOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>ST5-6: INTEGRATE</b>	
<b>ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others</b>	
ST5.13 Retells/describes own actions in process of experimenting	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
ST5.14 Talks with others about questions, actions, ideas, observations or results	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end or document.</li> </ul>
ST5.15 Articulates and shares aloud explanations based on reasoning and evidence	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end and document.</li> </ul>
ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.</b>	
ST6.8 Compares findings to predictions or expected results	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>
ST6.9 Identify what to look for, measure, or test to answer questions	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
ST6.10 Develops and applies rules	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
ST6.11 Determines approach to situation, problem or challenge based on previous experience	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>



**PRE-READING**

**Sing a Rhyme Songs & Books**

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

