

CURRICULUM

Correlation

*Waterford
UPSTART*

100%

*New Jersey
Department
of Education
Preschool Teaching
and Learning
Standards 2014*

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This document provides a detailed correlation of **WATERFORD UPSTART to the NEW JERSEY DEPARTMENT OF EDUCATION PRESCHOOL TEACHING AND LEARNING STANDARDS 2014.**

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:

- New Jersey 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.



| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
|--|--|
| I. SOCIAL/EMOTIONAL DEVELOPMENT | |
| STANDARD 0.1: CHILDREN DEMONSTRATE SELF-CONFIDENCE. | |
| 0.1.1 Express individuality by making independent decisions about which materials to use. | <ul style="list-style-type: none"> • Free Play • Pretend Play • Perfect Present • Squirrel's Sketches |
| 0.1.2 Express ideas for activities and initiate discussions. | <ul style="list-style-type: none"> • Free Play • Pretend Play • Find Me! |
| 0.1.3 Actively engage in activities and interactions with teachers and peers. | <ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Mama's Melody |
| 0.1.4 Discuss their own actions and efforts. | <ul style="list-style-type: none"> • Squirrel's Sketches • Boo Hoo Baby |
| STANDARD 0.2: CHILDREN DEMONSTRATE SELF-DIRECTION. | |
| 0.2.1 Make independent choices and plans from a broad range of diverse interest centers. | <p>Waterford's Central Park character, Squirrel, demonstrates making independent choices in the Social Emotional series that models positive, pro-social behaviors.</p> <ul style="list-style-type: none"> • Free Play • Pretend Play |
| 0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings). | <ul style="list-style-type: none"> • See "Parent Portal Resources" at end of document. • Germs • Avoid Germs and Prevent Illness |
| 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next. | Children follow routines independently as they progress through the Waterford Early Learning sequence of activities. |
| 0.2.4 Attend to tasks for a period of time. | Engaging activities in Waterford hold children's attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task. |
| STANDARD 0.3: CHILDREN IDENTIFY AND EXPRESS FEELINGS. | |
| 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. | <ul style="list-style-type: none"> • Boo Hoo Baby • It's Not Fair! • Do I Have To? • Where's Papa? • Clubhouse • Marmot Basket • Party Time |
| 0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad). | <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Do I Have To? |
| 0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities). | <p>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."</p> <ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| STANDARD 0.4: CHILDREN EXHIBIT POSITIVE INTERACTIONS WITH OTHER CHILDREN AND ADULTS | |
| 0.4.1 Engage appropriately with peers and teachers in classroom activities. | <ul style="list-style-type: none"> • Marmot Basket • Musical Mayhem • Pretend Play |
| 0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands). | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| 0.4.3 Say "thank you," "please," and "excuse me." | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| 0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos."). | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!"). | <ul style="list-style-type: none"> • Lost and Found • Find Me! • Do I Have To? • It's Not Fair! |
| 0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions). | <ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! |
| STANDARD 0.5: CHILDREN EXHIBIT PRO-SOCIAL BEHAVIORS | |
| 0.5.1 Play independently and cooperatively in pairs and small groups. | <ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot Basket • Musical Mayhem |
| 0.5.2 Engage in pretend play. | <ul style="list-style-type: none"> • Pretend Play • Clubhouse |
| 0.5.3 Demonstrate how to enter into play when a group of children are already involved in play. | <ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot Basket |
| 0.5.4 Take turns. | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect and initiative. |
| 0.5.5 Demonstrate understanding the concept of sharing by attempting to share. | <p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect and initiative.</p> <ul style="list-style-type: none"> • Book: Half for You and Half for Me |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| II. VISUAL AND PERFORMING ARTS | |
| STANDARD 1.1: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF CREATIVE MOVEMENT AND DANCE. | |
| 1.1.1 Move the body in a variety of ways, with and without music. | <ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This |
| 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement. | <ul style="list-style-type: none"> Baby's Ballet Mama's Melody |
| 1.1.3 Participate in simple sequences of movements. | <ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This |
| 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres. | <ul style="list-style-type: none"> Baby's Ballet Mama's Melody |
| 1.1.6 Use movement/dance to convey meaning around a theme or to show feelings. | <ul style="list-style-type: none"> Baby's Ballet Mama's Melody |
| 1.1.7 Describe feelings and reactions in response to a creative movement/dance performance. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| 1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| STANDARD 1.2: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF MUSIC. | |
| 1.2.1 Sing a variety of songs with expression, independently and with others. | <p>Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> Sing a Rhyme Songs/Books Sing Around the World Songs ABC Songs Sound Songs Vowel Songs |
| 1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns. | <ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) |
| 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs. | <ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Common Sounds Patterns Baby's Ballet Mama's Melody |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| STANDARD 1.2: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF MUSIC <i>continued.</i> | |
| 1.2.5 Participate in and listen to music from a variety of cultures and times. | <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) |
| 1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| STANDARD 1.3: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF DRAMATIC PLAY AND STORYTELLING. | |
| 1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic). | <ul style="list-style-type: none"> Pretend Play |
| 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out. | <ul style="list-style-type: none"> Pretend Play Papa's Play Mama's Melody |
| 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props. | <ul style="list-style-type: none"> Pretend Play Papa's Play Mama's Melody |
| 1.3.4 Differentiate between fantasy/pretend play and real events. | <ul style="list-style-type: none"> Real and Make-believe |
| 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next). | <ul style="list-style-type: none"> Pretend Play |
| 1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times. | <ul style="list-style-type: none"> Books: Jose Three; Tortillas, Tortillas; Fourteen Camel Caravan; Nineteen Around the World; Navajo Beads |
| 1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| STANDARD 1.4: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION FOR THE VISUAL ARTS (E.G., PAINTING, SCULPTING, AND DRAWING). | |
| 1.4.1 Demonstrates the safe and appropriate use and care of art materials and tools. | Waterford Early Learning encourages everyone to have drawing and art materials available for children's creations. |
| 1.4.2 Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space. | Waterford Early Learning encourages everyone to have drawing and art materials available for children's creations. |
| 1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts. | <ul style="list-style-type: none"> Squirrel's Sketches |
| 1.4.4 Demonstrate an growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination. | Waterford Early Learning encourages everyone to have drawing and art materials available for children's creations. |
| 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. | Waterford Early Learning encourages everyone to have drawing and art materials available for children's creations. |
| 1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop. | Waterford Early Learning encourages everyone to have drawing and art materials available for children's creations. |
| 1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world. | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. |
| III. HEALTH, SAFETY AND PHYSICAL EDUCATION | |
| STANDARD 2.1: CHILDREN DEVELOP SELF-HELP AND PERSONAL HYGIENE SKILLS. | |
| 2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather). | <ul style="list-style-type: none"> Songs: Health; Sun Blues Book: The Germs; We All Exercise Avoid Germs, Prevent Illness Exercise and Rest Healthy Food Teeth |
| 2.1.2 Demonstrate emerging self-help skill (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth). | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. Teeth |
| STANDARD 2.2: CHILDREN BEGIN TO DEVELOP THE KNOWLEDGE AND SKILLS NECESSARY TO MAKE NUTRITIOUS FOOD CHOICES. | |
| 2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape). | <ul style="list-style-type: none"> Song: Health Healthy Food Tortillas, Tortillas |
| 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings). | <ul style="list-style-type: none"> See "Parent Portal Resources" at end of document. Song: Health Healthy Food |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| STANDARD 2.3: CHILDREN BEGIN TO DEVELOP AN AWARENESS OF POTENTIAL HAZARDS IN THEIR ENVIRONMENT. | |
| 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used). | <ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Song: Sun Blues |
| 2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.). | At the end of a session in Waterford, a narrated pop-up with a character holding a stop sign appears letting students know it is time to stop. |
| 2.3.3 Identify community helpers who assist in maintaining a safe environment. | <ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. |
| 2.3.4 Know how to dial 911 for help. | <ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. |
| STANDARD 2.4: CHILDREN DEVELOP COMPETENCE AND CONFIDENCE IN ACTIVITIES THAT REQUIRE GROSS-AND FINE-MOTOR SKILLS. | |
| 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching). | <ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. |
| 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter). | The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words. |
| 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl and hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton). | <ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. |
| IV. ENGLISH LANGUAGE ARTS | |
| READING: LITERATURE | |
| KEY IDEAS AND DETAILS | |
| RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws |
| RL.PK.2 With prompting and support, retell familiar stories or poems. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Picture Clues • What Comes Next? |
| RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| CRAFT AND STRUCTURE | |
| RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. | Online books in Waterford include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration. |
| RL.PK.5 Recognize common types of literature (storybooks and poetry books). | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) |
| RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story. | Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | |
| RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story. | <ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues • Picture Story |
| RL.PK.8 (Not applicable to literature) | |
| RL.PK.9 With prompting and support using familiar storybook, tell how adventures and experiences of characters are alike and how they are different. | <ul style="list-style-type: none"> • Describe Characters • Compare Characters |
| RANGE AND LEVEL OF COMPLEXITY | |
| RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) |
| READING: INFORMATIONAL TEXT | |
| KEY IDEAS AND DETAILS | |
| RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Look at Details |
| RI.PK.2 With prompting and support, recall important facts from a familiar text. | <ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Picture Clues • What Comes Next? • Look at Details |
| RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text. | <ul style="list-style-type: none"> • Compare Characters • Connect to Me • Build Knowledge |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
|---|---|
| CRAFT AND STRUCTURE | |
| RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text. | Online informational books in Waterford include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration. |
| RI.PK.5 Identify the front and back cover of a book. | Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. |
| RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas and informational text. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) |
| INTEGRATION OF KNOWLEDGE AND IDEAS | |
| RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text. | <ul style="list-style-type: none"> Words Tell About the Pictures Picture Clues Informational Books (See titles at end of document.) |
| RI.PK.8 (Begins in kindergarten) | |
| RANGE AND LEVEL OF COMPLEXITY | |
| RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups. | <ul style="list-style-type: none"> Informational Books (See titles at end of document.) |
| READING: FOUNDATIONAL SKILLS | |
| PRINT CONCEPTS | |
| RF.PK.1a Follow words from left to right, top to bottom, page by page. | <p>All online books, lessons, and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.</p> <ul style="list-style-type: none"> Print Concepts Print Directionality Read with Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books (See titles at end of document.) |
| RF.PK.1b Recognize that spoken words can be written and read. | <ul style="list-style-type: none"> Print Concepts Letters Make Words Picture Story Look, Listen, and Match |
| RF.PK.1c Recognize that words are separated by spaces. | <ul style="list-style-type: none"> Print Concepts Look, Listen, and Match |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| PRINT CONCEPTS <i>continued</i> | |
| RF.PK.1d Recognize and name many upper and lower case letters of the alphabet. | <ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • What's Your Name? |
| PHONOLOGICAL AWARENESS | |
| RF.PK.2a Recognize and produce simple rhyming words. | <ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words song • Sing a Rhyme Songs/Books (See titles at end of document.) |
| RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables. | <ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables |
| RF.PK.2c Identify many initial sounds of familiar words | <ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Where is the Sound? |
| RF.PK.2d (Begins in kindergarten) | |
| RF.PK.2e (Begins in kindergarten) | |
| PHONICS AND WORD RECOGNITION | |
| RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? |
| RF.PK.3b (Begins in kindergarten) | |
| RF.PK.3c Recognize their name in print as well as other familiar print in the environment. | <ul style="list-style-type: none"> • What's Your Name? • Print Concepts • Letters Make Words |
| RF.PK.3d (Begins in kindergarten) | |

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| WRITING | |
| TEXT TYPE AND PURPOSES | |
| W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. | Waterford Reading encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> Letter Picture Writing |
| W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. | Waterford Reading encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> Letter Picture Writing |
| W.PK.3 (Begins in kindergarten) | |
| PRODUCTION AND DISTRIBUTION OF WRITING | |
| W.PK.4. (Begins in kindergarten) | |
| W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings. Or invented spelling to describe an event real or imagined. | Waterford Reading encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> Letter Picture Writing |
| W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.). | Waterford provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages creativity and collaboration through Play and Practice activities. |
| RESEARCH TO BUILD KNOWLEDGE | |
| W.PK.7 With guidance and support, participate in shared research and shared writing projects. | Waterford provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Play and Practice activities. |
| W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question. | <ul style="list-style-type: none"> Connect to Me Sum Up, Five Ws |
| W.PK.9 (Begins in grade 4) | |
| SPEAKING AND LISTENING | |
| COMPREHENSION AND COLLABORATION | |
| SL.PK.1a Follow agreed-upon rules for discussions during group interactions. | Waterford's Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters. |
| SL.PK.1b Continue a conversation through several back and forth exchanges. | Social Emotional videos demonstrate appropriate behavior in model conversations and discussions between various characters. |
| SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. | Students continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly. <ul style="list-style-type: none"> Find an Answer |
| SL.PK.3 Ask and answer questions to seek help, get information, or follow directions. | Students continually follow directions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly. A Repeat button allows students to hear instructions again. If students are inattentive for about 90 seconds, the screen displays a "Go Get Your Teacher" message to summon an adult to support the student. |

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| PRESENTATION OF KNOWLEDGE AND IDEAS | |
| SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. | <ul style="list-style-type: none"> Look at Details Vocabulary |
| SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail. | <p>Waterford Reading encourages everyone to have writing and art materials available for children's creations.</p> <ul style="list-style-type: none"> Look at Details |
| SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas. | <p>Waterford Early Learning introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.</p> <ul style="list-style-type: none"> Find Me! It's Not Fair! Perfect Present |
| LANGUAGE | |
| CONVENTIONS OF STANDARD ENGLISH | |
| L.PK.1a Print many alphabet letters. | <ul style="list-style-type: none"> Letter Pictures Letter Picture Writing Distinguish Letters Similarities and Differences in Letters Alphabet Review |
| L.PK.1b Use frequently occurring nouns and verbs. | <ul style="list-style-type: none"> Songs: Nouns; Verbs Nouns Verbs |
| L.PK.1c Form regular plural nouns. | <ul style="list-style-type: none"> Songs: More Than One Plural Nouns |
| L.PK.1d Understand and use question words (e.g., who, what, where, when, why, how). | <ul style="list-style-type: none"> Sum Up, Five Ws |
| L.PK.1e Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). | <ul style="list-style-type: none"> Song: Preposition Ship |
| L.PK.1f Begin to speak in complete sentences. | <p>Social Emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p> <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences |
| L.PK.1g Understands and can follow simple multi-step directions. | <p>Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following multi-step directions.</p> |
| L.PK.2a (Begins in kindergarten) | |
| L.PK.2b (Begins in kindergarten) | |
| L.PK.2c Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. | <ul style="list-style-type: none"> Letter Pictures Letter Picture Writing Distinguish Letters (Alphabet Introduction) Similarities and Differences in Letters Alphabet Review Letter Sound Name That Letter Sound |

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| CONVENTIONS OF STANDARD ENGLISH <i>continued</i> | |
| L.PK.2d (Begins in kindergarten) | |
| L.PK.3 (Begins in kindergarten) | |
| VOCABULARY ACQUISITION AND USE | |
| L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). | <ul style="list-style-type: none"> Songs: Savanna Size; Synonym Tree |
| L.PK.4b (Begins in kindergarten) | |
| L.PK.5a Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tiger, and bears). | <ul style="list-style-type: none"> Sort Look at Details Make Comparisons |
| L.PK.5b Begin to understand opposites of simple and familiar words. | <ul style="list-style-type: none"> Book: Opposites Opposites |
| L.PK.5c Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). | <ul style="list-style-type: none"> Vocabulary Build Knowledge Pretend Play |
| L.PK.5d (Begins in kindergarten) | |
| L.PK.6 Use words and phrases acquired through conversations, activities and read alouds. | <p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to and to respond to texts.</p> <ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books <p>(See titles at end of document.)</p> |
| V. APPROACHES TO LEARNING | |
| STANDARD 9.1: CHILDREN DEMONSTRATE INITIATIVE, ENGAGEMENT, AND PERSISTENCE. | |
| 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time). | <ul style="list-style-type: none"> Pretend Play Squirrel’s Sketches Perfect Present |
| 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles). | <ul style="list-style-type: none"> Perfect Present Marmot Basket Clubhouse |
| 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game). | <p>Engaging activities 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 instruction.</p> |

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| STANDARD 9.1: CHILDREN DEMONSTRATE INITIATIVE, ENGAGEMENT, AND PERSISTENCE <i>continued</i>. | |
| 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, "This is hard. Can you help me figure it out?"). | Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. |
| 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look--I finished it all by myself!"). | Engaging activities 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 instruction. |
| STANDARD 9.2: CHILDREN SHOW CREATIVITY AND IMAGINATION | |
| 9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach). | <ul style="list-style-type: none"> • Perfect Present • Marmot Basket |
| 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner). | <p>Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Pretend Play • Boo Hoo Baby • Mama's Melody |
| 9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly). | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Read with Me Books • Traditional Tales (See titles at end of document.) • Papa's Play • Mama's Melody • Perfect Present • Pretend Play |
| STANDARD 9.3: CHILDREN IDENTIFY AND SOLVE PROBLEMS. | |
| 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch."). | <ul style="list-style-type: none"> • Marmot Basket • Boo Hoo Baby • Musical Mayhem • Perfect Present |
| 9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud). | <ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sum Up, Five Ws • Find an Answer • Observe a Simple System |
| 9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower). | <ul style="list-style-type: none"> • Song: The Scientific Method • Connect to Me • Build Knowledge • Observe a Simple System • Science Investigation |

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| STANDARD 9.3: CHILDREN IDENTIFY AND SOLVE PROBLEMS <i>continued</i>. | |
| 9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group). | <p>Students continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly.</p> <ul style="list-style-type: none"> • Vocabulary • Build Knowledge • Observe a Simple System |
| STANDARD 9.4: CHILDREN APPLY WHAT THEY HAVE LEARNED TO NEW SITUATIONS. | |
| 9.4.1 Use prior knowledge to understand new experiences or problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on a playground). | <ul style="list-style-type: none"> • Build Knowledge • Connect to Me |
| 9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books). | <p>Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Connect to Me • Build Knowledge |
| 9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions). | <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Pretend Play |
| VI. MATHEMATICS | |
| STANDARD 4.1: CHILDREN BEGIN TO DEMONSTRATE AN UNDERSTANDING OF NUMBERS AND COUNTING. | |
| 4.1.1 Count to 20 by ones with minimal prompting. | <ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Counting • Order Numbers • Number Recognition and Sense • Skip Counting • Counting Puzzle |
| 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting. | <ul style="list-style-type: none"> • Explain Numbers • Number Songs • Counting Songs • Number Instruction • Math Books • Number Counting • Order Numbers • Number Recognition and Sense • Skip Counting • Counting Puzzle |
| 4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10. | <ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Number Recognition and Sense • Match Numbers |
| 4.1.4a Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. | <ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • One-to-One Correspondence • Number Recognition and Sense • Match Numbers |

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| STANDARD 4.1: CHILDREN BEGIN TO DEMONSTRATE AN UNDERSTANDING OF NUMBERS AND COUNTING <i>continued.</i> | |
| 4.1.4b Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). | <ul style="list-style-type: none"> Counting Songs Make and Count Groups One-to-One Correspondence Number Recognition and Sense Match Numbers |
| 4.1.4c Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize). | <ul style="list-style-type: none"> Make and Count Groups Moving Target-Dots |
| 4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each). | <ul style="list-style-type: none"> One-to-One Correspondence Match Numbers Make and Count Groups |
| 4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more”, “less”, “same”). | <ul style="list-style-type: none"> Book: For the Birds Greater Than, Less Than More Than, Fewer Than More Than Fewer Than Make and Count Groups |
| STANDARD 4.2: CHILDREN DEMONSTRATE AN INITIAL UNDERSTANDING OF NUMERICAL OPERATIONS. | |
| 4.2.1a Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether”). | <ul style="list-style-type: none"> Songs: Addition; Pirates Can Add; On the Bayou Make and Count Groups Add Groups Act Out Addition |
| 4.2.1b Represent addition and subtraction by: (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3”). | <ul style="list-style-type: none"> Songs: Bakery Subtraction; Subtract Those Cars; Circus Subtraction Book: Five Delicious Muffins Make and Count Groups Subtract Groups Act Out Subtraction |
| 4.2.2 Begin to represent simple word problem data in pictures and drawings. | <ul style="list-style-type: none"> Book: Milton’s Mittens; For the Birds Act Out Addition Act Out Subtraction Flower Story Problems |
| STANDARD 4.3: CHILDREN BEGIN TO CONCEPTUALIZE MEASURABLE ATTRIBUTES OF OBJECTS AND HOW TO MEASURE THEM. | |
| 4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). | <ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest; Train Station Patterns; All Sorts of Laundry Book: Buttons, Buttons Sort Order Size Length Capacity Patterns Pattern AB; ABB; ABC |

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| STANDARD 4.3: CHILDREN BEGIN TO CONCEPTUALIZE MEASURABLE ATTRIBUTES OF OBJECTS AND HOW TO MEASURE THEM <i>continued</i>. | |
| 4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full). | <ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest: Measuring Plants • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Capacity |
| 4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes. | <ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest: Measuring Plants • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Capacity |
| STANDARD 4.4: CHILDREN DEVELOP SPATIAL AND GEOMETRIC SENSE. | |
| 4.4.1 Respond to and use positional words (e.g., in , under, between, down, behind). | <ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last • Right, Left |
| 4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). | <ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes |
| 4.4.3a Manipulate, compare and discuss the attributes of two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/ decompose shapes when making and taking apart compositions of several shapes). | <ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Tangrams • Geoboard • Congruency |

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| STANDARD 4.4: CHILDREN DEVELOP SPATIAL AND GEOMETRIC SENSE <i>continued</i>. | |
| 4.4.3b Manipulate, compare and discuss the attributes of three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe). | <ul style="list-style-type: none"> • Song: Corners and Sides • Book: Imagination Shapes • Solid Shapes • Space Shapes • World Shapes |
| VII. SCIENCE | |
| STANDARD 5.1: CHILDREN DEVELOP INQUIRY SKILLS. | |
| 5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry). | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Magnets • Weather • Calendar/Graph Weather |
| 5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks). | <ul style="list-style-type: none"> • Songs: The Scientific Method; Solid or Liquid; Seasons; Plant or Animal • Science Investigation • Materials • Observe a Simple System • Magnets • Weather • Calendar/Graph Weather |
| 5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]). | <ul style="list-style-type: none"> • Songs: The Scientific Method; Precipitation • Science Investigation • Weather • Plants • Mammals • Fish • Birds • Push and Pull • Water • Solid or Liquid • Observe a Simple System |
| 5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions. | <ul style="list-style-type: none"> • Songs: The Scientific Method; 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 • Science Investigation • Observe a Simple System |
| 5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants). | <ul style="list-style-type: none"> • Songs: Plants are Growing; The Scientific Method • Calendar/Graph Weather • Observe a Simple System |

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| STANDARD 5.2: CHILDREN OBSERVE AND INVESTIGATE MATTER AND ENERGY. | |
| 5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight. | <ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Large, Larger, Largest • Books: Buttons, Buttons; I Want to Be a Scientist Like Wilbur and Orville Wright • Sort • Materials |
| 5.2.2 Explore changes in liquids and solids when substances are combined, heated or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids). | <ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid • Water |
| 5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors). | <ul style="list-style-type: none"> • Songs: Five Senses; Sun Blues • Sight • Touch • Hearing • Taste • Smell • Sun • Common Sounds |
| 5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll). | <ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull |
| STANDARD 5.3: CHILDREN OBSERVE AND INVESTIGATE LIVING THINGS. | |
| 5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers). | <ul style="list-style-type: none"> • Songs: Living and Nonliving; Birds; Invertebrates; Vertebrates • Books: Creepy Crawlers; Follow the Apples! • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Vertebrates • Invertebrates • Worms • Plants • Plant or Animal • Food From Plants |

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| STANDARD 5.3: CHILDREN OBSERVE AND INVESTIGATE LIVING THINGS <i>continued</i>. | |
| 5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living things, such as a hermit crab, and nonliving things, such as a shell). | <ul style="list-style-type: none"> • Songs: Living and Nonliving; Birds; Invertebrates; Vertebrates; Food From Plants • Books: Creepy Crawlers; Follow the Apples! • Living or Nonliving • Water • Sun • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Vertebrates • Invertebrates • Worms • Plants • Plant or Animal • Food From Plants |
| 5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium). | <ul style="list-style-type: none"> • Songs: Water; Food From Plants • Books: Follow the Apples!; Mela's Water Pot • Water • Sun • Food From Plants • Environments: Mammals; Birds; Plants; Worms; Spiders; Fish; Reptiles; Insects; Amphibians; Food From Plants; Water |
| 5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants). | <ul style="list-style-type: none"> • Songs: Plants are Growing; Seasons • Book: That's What I Like, a Book About Seasons • Weather • Calendar/Graph Weather • Plants • Amphibians • Spring • Summer • Fall • Winter |
| STANDARD 5.4: CHILDREN OBSERVE AND INVESTIGATE THE EARTH. | |
| 5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects). | <ul style="list-style-type: none"> • Songs: Water; Solid or Liquid • Water • Solid and Liquid • Water Environment • Sort |
| 5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects). | <ul style="list-style-type: none"> • Songs: Sun Blues; Living and Nonliving; Plants are Growing • Plants • Sun • Living or Nonliving |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| STANDARD 5.4: CHILDREN OBSERVE AND INVESTIGATE THE EARTH <i>continued</i>. | |
| 5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors). | <ul style="list-style-type: none"> Song: Precipitation Weather Calendar/Graph Weather Clouds |
| 5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for a reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects). | <ul style="list-style-type: none"> Song: Pollution Rap; I Am Part of All I See Pollution and Recycling Care of Water Care of Earth |
| STANDARD 5.5: CHILDREN GAIN EXPERIENCE IN USING TECHNOLOGY. | |
| 5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders). | <ul style="list-style-type: none"> Science Investigation Length Capacity Push and Pull Observe a Simple System Build Knowledge: The Germs; Moon Song; Mine; What Is a Cloud? |
| VIII. SOCIAL STUDIES, FAMILY AND LIFE SKILLS | |
| STANDARD 6.1: CHILDREN IDENTIFY UNIQUE CHARACTERISTICS OF THEMSELVES, THEIR FAMILIES, AND OTHERS. | |
| 6.1.1 Describe characteristics of oneself, one's family, and others. | <ul style="list-style-type: none"> Books: Mine; Jose Three My Name Is Squirrel My Family |
| 6.1.2 Demonstrate an understanding of family roles and traditions | <ul style="list-style-type: none"> My Family Soup's On! Party Time |
| 6.1.3 Express individuality and cultural diversity (e.g., through dramatic play). | <ul style="list-style-type: none"> Pretend Play Papa's Play |
| STANDARD 6.2: CHILDREN BECOME CONTRIBUTING MEMBERS OF THE CLASSROOM COMMUNITY. | |
| 6.2.1 Demonstrate understanding of rules by following most classroom routines. | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative. |
| 6.2.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| 6.2.3 Demonstrate appropriate behavior when collaborating with others. | Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative. |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| STANDARD 6.3: CHILDREN DEMONSTRATE KNOWLEDGE OF NEIGHBORHOOD AND COMMUNITY. | |
| 6.3.1 Develop an awareness of the physical features of the neighborhood/community. | <ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Song: I Am Part of All I See |
| 6.3.2 Identify, discuss, and role-play the duties of a range of community workers. | <ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. |
| STANDARD 6.4: CHILDREN DEVELOP AN AWARENESS OF THE CULTURES WITHIN THEIR CLASSROOM AND THEIR COMMUNITY. | |
| 6.4.1 Learn about and respect other cultures within the classroom and community | <p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.</p> <ul style="list-style-type: none"> • Song: Tortillas, Tortillas |
| IX. WORLD LANGUAGES | |
| STANDARD 7.1: CHILDREN KNOW THAT PEOPLE USE DIFFERENT LANGUAGES (INCLUDING SIGN LANGUAGE) TO COMMUNICATE, AND WILL EXPRESS SIMPLE GREETINGS, WORDS, AND PHRASES IN A LANGUAGE OTHER THAN THEIR OWN. | |
| 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song). | <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) |
| 7.1.2 Say simple greetings, words, and phrases in a language other than their own. | <ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas; A Bird Sang in the Trees; Colors, Colors; Days of the Week; Everybody Loves Saturday Night; Catch Him Just for Fun; Horse and Buggy; Inchworm; Sweet Guava Jelly; Kookaburra; Little Chicks; Little Snowball Bush of Mine; A Very Big Name; On the Bridge of Avignon; The Painted Rooster; Egg on a Queen; Mountain Rabbit; The Sandman; Head, Shoulders, Knees, and Toes; Wake Up; The Bird’s Voice; Oh Welcome, My Friends; An Ox Kissing a Fox; The Flower of My Youth; I Am a Zebra; I Touch My Nose Like This; Tortillas, Tortillas |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| STANDARD 7.1: CHILDREN KNOW THAT PEOPLE USE DIFFERENT LANGUAGES (INCLUDING SIGN LANGUAGE) TO COMMUNICATE, AND WILL EXPRESS SIMPLE GREETINGS, WORDS, AND PHRASES IN A LANGUAGE OTHER THAN THEIR OWN <i>continued</i>. | |
| 7.1.3 Comprehend previously learned simple vocabulary in a language other than their own. | <ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas; A Bird Sang in the Trees; Colors, Colors; Days of the Week; Everybody Loves Saturday Night; Catch Him Just for Fun; Horse and Buggy; Inchworm; Sweet Guava Jelly; Kookaburra; Little Chicks; Little Snowball Bush of Mine; A Very Big Name; On the Bridge of Avignon; The Painted Rooster; Egg on a Queen; Mountain Rabbit; The Sandman; Head, Shoulders, Knees, and Toes; Wake Up; The Bird's Voice; Oh Welcome, My Friends; An Ox Kissing a Fox; The Flower of My Youth; I Am a Zebra; I Touch My Nose Like This; Tortillas, Tortillas |
| 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language. | <ul style="list-style-type: none"> Song: Sing Around the World |
| X. TECHNOLOGY | |
| STANDARD 8.1: NAVIGATE SIMPLE ON SCREEN MENUS. | |
| 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). | Students begin Waterford by selecting the icon to open the program. They use the mouse to navigate to their name and begin their session. Students continue maneuvering the mouse as they interact with the activity. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard. |
| 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key. | Students begin their session in Waterford Early Learning by selecting the icon to open the program window. They are taught to use the back button if they need to close the program before their session time has ended. |
| STANDARD 8.2: USE ELECTRONIC DEVICES INDEPENDENTLY. | |
| 8.2.1 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard | Many activities in Waterford Early Learning require students to enter the answer on the keyboard and then press enter. |
| 8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other device and press "play" and "stop". | Some activities in Waterford require students to click on the triangular play symbol to begin. |
| 8.2.3 Turn smart toys on and/or off. | Students accessing Waterford Early Learning on an iPad learn to open and close the application as well as turn the device on and/or off. |
| 8.2.4 Recognize that the number keys are in a row on the top of the keyboard. | As students interact with Waterford Early Learning they are often asked to enter a number from the keyboard. |
| 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats. | Daily use of Waterford Early Learning's interactive activities provides educational content in game-like formats with excellent graphics. |
| 8.2.6 Use a digital camera to take a picture. | In Waterford's interactive series, Observe a Simple System, students have the option of taking a picture with a virtual digital camera. |

| NEW JERSEY STANDARDS | WATERFORD DIGITAL RESOURCES |
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| STANDARD 8.3: BEGIN TO USE ELECTRONIC DEVICES TO COMMUNICATE. | |
| 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words. | Waterford provides access to a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages creativity through Play and Practice, Word Processor activities. <ul style="list-style-type: none"> • What's Your Name? |
| STANDARD 8.4: USE COMMON TECHNOLOGY VOCABULARY. | |
| 8.4.1 Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer). | As instructions are given in Waterford, children become familiar with basic technology terms such as computer, mouse, keyboard, screen, or touch pad. |
| STANDARD 8.5: BEGIN TO USE ELECTRONIC DEVICES TO GAIN INFORMATION. | |
| 8.5.1 Use the Internet to explore and investigate questions with a teacher's support. | <ul style="list-style-type: none"> • Print Directionality Introduction |



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.

