

CURRICULUM

Correlation

*Waterford
UPSTART*

100%

*Oklahoma
Early Learning
Guidelines for
Children (2011)*

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This document provides a detailed correlation of **WATERFORD UPSTART** *to the* **OKLAHOMA EARLY LEARNING GUIDELINES FOR CHILDREN (2011).**

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:

- Oklahoma 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.



OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
APPROACHES TO LEARNING	
STANDARD 1: THE CHILD DEMONSTRATES POSITIVE ATTITUDES, HABITS, AND LEARNING STYLES.	
A. DEMONSTRATES AN EAGERNESS AND INTEREST IN LEARNING.	
1. Chooses to participate in a variety of activities, tasks, and play areas.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.
2. Demonstrates eagerness and interest through questioning and adding ideas.	<ul style="list-style-type: none"> Science Investigation Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver
3. Enters into cooperative play with other children.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Pretend Play
B. DEVELOPS AND EXPANDS LISTENING SKILLS.	
1. Follows simple oral directions.	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.
2. Identifies sounds that are heard.	<ul style="list-style-type: none"> Common Sounds
3. Responds to and mimics sounds.	Phonological Awareness and Phonics activities progress from chunks of sounds, such as rhyming and syllables, to hearing and manipulating individual phonemes. The activities, such as Letter Sound Instruction, ask children to "Say it with me!" and they are repetitive and say "One more time!" Activities continue to demonstrate sound and to ask children to repeat the sound or sounds they hear.
C. DEMONSTRATES SELF-DIRECTION AND INDEPENDENCE.	
1. Makes choices and stays with an activity for a reasonable length of time once a choice is made.	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity that can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.
2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play with assistance.	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
3. Follows routines upon entering and leaving the play space, playground, learning centers, etc.	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
D. DEMONSTRATES INCREASING ABILITY TO SET GOALS AND DEVELOP AND FOLLOW THROUGH ON PLANS.	
1. Increases ability to organize themselves and materials.	<ul style="list-style-type: none"> Squirrel's Sketches Perfect Present
2. Increases understanding of a task as a series of steps.	Children are often asked to follow a sequence of steps to complete an activity.
3. Follows through to complete tasks and activities.	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity. The support ranges from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
E. MANAGES TRANSITION BETWEEN ACTIVITIES EFFECTIVELY.	
1. Moves with ease from one activity to another.	<ul style="list-style-type: none"> • Perfect Present • Soup's On!
2. Displays little discomfort or distress when schedule changes.	<ul style="list-style-type: none"> • See "Parent Portal Resources" at end of document.
F. UNDERSTANDS, ACCEPTS, AND FOLLOWS RULES AND ROUTINES.	
1. Begins to show self-control by following rules.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
2. Begins to accept consequences of behavior.	<ul style="list-style-type: none"> • Do I Have To?
3. Begins to show greater ability to control intense feelings (e.g., anger).	<ul style="list-style-type: none"> • It's Not Fair!
G. DEVELOPS INCREASING ABILITY TO FIND MORE THAN ONE SOLUTION TO A QUESTION, TASK, OR PROBLEM.	
1. Begins to show ability to generate several approaches to carry out a task.	Support provided within each Waterford activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
2. Pursues alternative approaches to problem solving.	<p>Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to be a Scientist Like Wilbur and Orville Wright • Perfect Present • Do I Have To? • Boo Hoo Baby • Science Investigation
H. RECOGNIZES AND SOLVES PROBLEMS THROUGH ACTIVE EXPLORATION, INCLUDING TRIAL AND ERROR, AND INTERACTIONS AND DISCUSSIONS WITH PEERS AND ADULTS.	
1. Enjoys actively exploring materials and displays a curiosity and a desire to participate in activities.	<ul style="list-style-type: none"> • Science Investigation • Materials • Magnets
2. During exploration, engages in conversations with others regarding the materials. Applies previously learned information to new situations.	Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
CREATIVE SKILLS	
STANDARD 1: THE CHILD PARTICIPATES IN ACTIVITIES THAT FOSTER INDIVIDUAL CREATIVITY.	
A. PARTICIPATES WITH INCREASING INTEREST AND ENJOYMENT IN A VARIETY OF CREATIVE ACTIVITIES, INCLUDING LISTENING, SINGING, FINGER PLAY, GAMES AND PERFORMANCES.	
1. Participates freely in music activities.	<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"> Baby's Ballet Mama's Melody
2. Enjoys singing games, dramatizing songs and dancing/moving to music.	<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 (See titles at end of document.) Baby's Ballet Mama's Melody
B. THINKS OF NEW USES FOR FAMILIAR MATERIALS.	
1. Shows creativity and imagination in play with materials and props.	<ul style="list-style-type: none"> Pretend Play Soup's On! Perfect Present
2. Uses objects as symbols for other things.	<ul style="list-style-type: none"> Pretend Play Soup's On! Perfect Present
C. ENGAGES IN SPONTANEOUS AND IMAGINATIVE PLAY USING A VARIETY OF MATERIALS TO DRAMATIZE STORIES AND EXPERIENCES.	
1. Participates in dramatic play themes that become more involved and complex.	<ul style="list-style-type: none"> Papa's Play Pretend Play
2. Assumes various roles in dramatic play situations.	<ul style="list-style-type: none"> Papa's Play Pretend Play
D. WORKS CREATIVELY USING A VARIETY OF SELF EXPRESSIVE MATERIALS AND TOOLS TO CREATIVELY CONVEY IDEAS.	
1. Explores and manipulates art media (e.g., crayons, paint, clay, markers) to create original work.	<p>Waterford encourages everyone to have writing and art materials available for children's creations.</p>
2. Shares ideas about personal artwork.	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
3. Uses materials (e.g., small figures, puppets, dolls, and props) to recreate or dramatize stories, moods, experiences and situations.	<ul style="list-style-type: none"> Pretend Play Perfect Present Materials Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.)

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
E. MOVES FREELY IN RESPONSE TO MUSIC AND CHANGE OF TEMPO.	
1. Moves in time with the beat.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody See "Parent Portal Resources" at end of document.
2. Begins to respond to music of various tempos through movement.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
F. EXPRESSES THOUGHTS AND FEELINGS THROUGH CREATIVE MOVEMENT.	
1. Uses movement to express feelings, understand and interpret experiences.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
2. Enjoys dramatizing songs and games and moving to music.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody Sing a Rhyme Songs/Books (See titles at end of document.)
G. EXPERIMENTS WITH A VARIETY OF MUSICAL INSTRUMENTS.	
1. Begins to distinguish among the sounds of several common instruments.	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
2. Experiments with a variety of musical instruments and sound sources (i.e. keys, wooden blocks, bowl and spoon).	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
LANGUAGE ARTS	
ORAL LANGUAGE STANDARD 1: LISTENING—THE CHILD WILL LISTEN FOR INFORMATION AND FOR PLEASURE.	
A. LISTENS WITH INTEREST TO STORIES READ ALOUD.	
1. Shows enjoyment of books and stories and discussion of them.	<ul style="list-style-type: none"> Read with Me Books Informational Books Sing a Rhyme Songs/Books (See titles at end of document.)
2. Responds to pictures, symbols or sign language (e.g. smiling, laughing, change in facial expression).	<ul style="list-style-type: none"> Sing Around the World songs Read with Me Books Informational Books Sing a Rhyme Songs/Books (See titles at end of document.)
B. UNDERSTANDS AND FOLLOWS ORAL DIRECTION.	
1. Listens, understands and follows simple spoken directions, symbols or sign language.	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
ORAL LANGUAGE STANDARD 2: SPEAKING—THE CHILD WILL EXPRESS IDEAS OR OPINIONS IN GROUP OR INDIVIDUAL SETTINGS.	
A. USES LANGUAGE OR SIGN LANGUAGE FOR A VARIETY OF PURPOSES (E.G., EXPRESSING NEEDS AND INTERESTS).	
1. Uses words, pictures to communicate needs such as hunger, cold, and tiredness.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
2. Expresses ideas in complete sentences such as “I want to play with the blocks.”	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.</p> <ul style="list-style-type: none"> Song: What is a Sentence? Sentences
3. Names objects instead of pointing.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
B. RECALLS AND REPEATS SIMPLE POEMS, RHYMES, AND SONGS.	
1. Participates in singing, reciting poems and saying and acting out finger plays.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.)
C. USES SENTENCES OF INCREASING LENGTH (THREE OR MORE WORDS) AND GRAMMATICAL COMPLEXITY IN EVERYDAY SPEECH.	
1. Uses longer, more complex sentences.	<ul style="list-style-type: none"> Song: What is a Sentence? Sentences Look, Listen, and Match
2. For ELL children, makes progress in communicating and using English while maintaining home language.	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. One example is Native Language Support. With this feature enabled, when students click Repeat they hear the instructions again in their native language followed immediately in English.</p>
D. SHARES SIMPLE PERSONAL NARRATIVE.	
1. Tells stories about themselves and can focus on favorite or memorable part in correct sequence.	<ul style="list-style-type: none"> Sum Up, Five Ws Sum Up, Remember Order
E. PARTICIPATES ACTIVELY IN CONVERSATIONS.	
1. Carries on conversations with children and adults.	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters.</p>
2. Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity.	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.</p>

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
LITERACY STANDARD 3: PRINT AWARENESS—THE CHILD WILL UNDERSTAND THE CHARACTERISTICS OF WRITTEN LANGUAGE.	
A. DEMONSTRATES INCREASING AWARENESS OF CONCEPTS OF PRINT.	
1. Recognizes name in print.	The child's name is displayed on the lower-left corner of the activity screen during each session of Waterford. <ul style="list-style-type: none"> • What's Your Name?
2. Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • Distinguish Letters • Letters Make Words
3. Begins to print letters in own name.	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • What's Your Name?
B. IDENTIFIES THE FRONT COVER AND BACK COVER OF A BOOK.	
1. Recognizes favorite books by their cover.	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.
2. Correctly names the front and back covers 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.
C. FOLLOWS BOOK FROM LEFT TO RIGHT AND FROM TOP TO BOTTOM ON THE PRINTED PAGE.	
1. Holds book right side up and begins at the front.	Online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion with highlighted text which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality
2. Begins to develop awareness that print moves from left to right, top to bottom and front to back.	Online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion with highlighted text which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality
D. SHOWS INCREASING AWARENESS OF PRINT IN CLASSROOM, HOME AND COMMUNITY SETTINGS.	
1. Identifies letters, words and signs in the environment.	<ul style="list-style-type: none"> • See "Parent Portal Resources" at end of document.
E. BEGINS TO RECOGNIZE THE RELATIONSHIP OR CONNECTION BETWEEN SPOKEN AND WRITTEN WORDS BY FOLLOWING THE PRINT AS IT IS READ ALOUD.	
1. Imitates teacher's behavior of tracking print when using big books.	Online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion with highlighted tracking which helps show the sequence of print.

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
F. UNDERSTANDS THAT PRINT CARRIES A MESSAGE BY RECOGNIZING LABELS, SIGNS, AND OTHER PRINT FORMS IN THE ENVIRONMENT.	
1. Understands certain, signs, labels, and print forms have certain meanings. For example: a stop sign means stop, a child's name on a cubby means the cubby belongs to the child and the name on the front of an envelope means the letter inside is to that person.	The child's name is displayed on the lower-left of the screen during each session of Waterford. When their turn is finished, a pop-up of the Rusty character holding a stop sign is displayed and the narrator says, "Your turn is finished, you've done a good job."
G. DEVELOPS GROWING UNDERSTANDING OF THE DIFFERENT FUNCTIONS OF FORMS OF PRINT (E.G., SIGNS, LETTERS, NEWSPAPERS, LISTS, MESSAGES, AND MENUS).	
1. Begins to demonstrate an interest in using writing for a purpose. For example: listing lunch foods, writing a note to mom, or creating a map with labels.	Waterford encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> • Print Concepts • Distinguish Letters • Dots, Lines, Circles • Letter Picture Writing • Name That Letter • Letters Make Words • Words Tell About the Pictures • Sentences
H. BEGINS TO UNDERSTAND SOME BASIC PRINT CONVENTIONS (E.G., THE CONCEPT THAT LETTERS ARE GROUPED TO FORM WORDS AND THAT WORDS ARE SEPARATED BY SPACES).	
1. Uses known letters or approximation of letters to represent written language.	<ul style="list-style-type: none"> • Print Concepts • Distinguish Letters • Dots, Lines, Circles • Letter Picture Writing • Name That Letter • Letters Make Words • Words Tell About the Pictures • Sentences
I. ROLE PLAYS READING.	
1. Shares books and engages in pretend reading with other children.	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.)
LITERACY STANDARD 4: PHONOLOGICAL AWARENESS—THE CHILD WILL DEMONSTRATE THE ABILITY TO WORK WITH RHYMES, WORDS, SYLLABLES, AND ONSETS AND RIMES.	
A. BEGINS TO HEAR, IDENTIFY, AND MAKE ORAL RHYMES (E.G., "THE PIG HAS A WIG").	
1. Begins to recognize matching sounds and rhymes in familiar words, games, stories, songs and poems.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.)
B. SHOWS INCREASING ABILITY TO HEAR, IDENTIFY, AND WORK WITH SYLLABLES IN SPOKEN WORDS (E.G., "I CAN CLAP THE PARTS IN MY NAME: ANDREW").	
1. Begins to hear and discriminate separate syllables in words.	<ul style="list-style-type: none"> • Syllables • Syllable Safari

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
LITERACY STANDARD 5: PHONEMIC AWARENESS—THE CHILD WILL DEMONSTRATE THE ABILITY TO HEAR, IDENTIFY, AND MANIPULATE INDIVIDUAL SOUNDS IN SPOKEN WORDS.	
A. SHOWS INCREASING ABILITY TO DISCRIMINATE, IDENTIFY AND WORK WITH INDIVIDUAL PHONEMES IN SPOKEN WORDS (E.G., “THE FIRST SOUND IN SUN IS /S/”).	
1. Hears the difference between similar sounding words (e.g., coat and goat, three and free).	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.) • Blending • Blending Riddles • Blend Every Sound • Find the Picture • Blend Individual Phonemes
2. Experiments with language (like ssssnake).	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? • Barnyard Bash • Circus Clown Climbers • One, Two, Three Sounds
B. RECOGNIZES WHICH WORDS IN A SET OF WORDS BEGIN WITH THE SAME SOUND (E.G., “BELL, BIKE, AND BOY ALL HAVE /B/ AT THE BEGINNING”).	
1. Hears beginning sounds in familiar words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Where is the Sound? • Barnyard Bash
2. Plays with repetitive sounds.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Where is the Sound? • Barnyard Bash • Blend Every Sound • Rhyme • Rhyme Match
LITERACY STANDARD 6: LETTER KNOWLEDGE AND EARLY WORD RECOGNITION (PHONICS)—THE CHILD WILL DEMONSTRATE THE ABILITY TO APPLY SOUND-SYMBOL RELATIONSHIPS.	
A. RECOGNIZES OWN NAME IN PRINT.	
1. Recognizes and selects his or her name from a list.	<ul style="list-style-type: none"> • The child’s name is displayed on the lower-left corner of the activity screen during each session of Waterford. • What’s Your Name?

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
B. DEMONSTRATES AWARENESS OR KNOWLEDGE OF LETTERS OF THE ENGLISH LANGUAGE, ESPECIALLY LETTERS FROM OWN NAME.	
1. Identifies some letters of the alphabet in random order.	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters • Print Concepts • Letter Pictures • Letter Picture Writing • Name That Letter • Similarities and Differences in Letters • Fast Letter Fun • What's Your Name?
2. Recognizes that letters are different from words.	<ul style="list-style-type: none"> • Print Concepts • Distinguish Letters • Letter Picture Writing • Name That Letter • Letters Make Words
C. BEGINS TO RECOGNIZE THE SOUND ASSOCIATION FOR SOME LETTERS.	
1. Identifies the sounds letters make in his or her name.	<ul style="list-style-type: none"> • Sound Songs • Letter Sound • Name That Letter Sound • Sound Room
D. KNOWS THAT LETTERS OF THE ALPHABET ARE A SPECIAL CATEGORY OF VISUAL GRAPHICS THAT CAN BE INDIVIDUALLY NAMED.	
1. Identifies and picks out the letters in his or her name from an alphabet chart.	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters • Print Concepts • Letter Pictures • Letter Picture Writing • Similarities and Differences in Letters • Fast Letter Fun • What's Your Name?
LITERACY STANDARD 7: VOCABULARY—THE CHILD WILL DEVELOP AND EXPAND KNOWLEDGE OF WORDS AND WORD MEANINGS TO INCREASE VOCABULARY.	
A. SHOWS A STEADY INCREASE IN LISTENING AND SPEAKING VOCABULARY.	
1. Uses new words that have been introduced by the teacher from a list.	<p>Waterford Reading contains many materials that can be used to integrate speaking and listening into activities.</p> <ul style="list-style-type: none"> • Power Words
B. UNDERSTANDS AND FOLLOWS ORAL DIRECTIONS (E.G., USE OF POSITION WORDS: UNDER, ABOVE, THROUGH).	
1. Follows simple two or three step directions.	While interacting with Waterford Early Learning, children listen to and follow multi-step directions.
2. Repeats instructions to a friend.	<ul style="list-style-type: none"> • See "Parent Portal Resources" at end of document.
C. LINKS NEW LEARNING EXPERIENCES AND VOCABULARY TO WHAT IS ALREADY KNOWN ABOUT A TOPIC.	
1. Incorporates words and phrases from learning experiences and stories into play.	<ul style="list-style-type: none"> • Build Knowledge • Power Words • Vocabulary Introduction • Pretend Play

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
LITERACY STANDARD 8: COMPREHENSION—THE CHILD WILL ASSOCIATE MEANING AND UNDERSTANDING WITH READING.	
A. BEGIN TO USE PRE-READING SKILLS AND STRATEGIES (E.G., CONNECTING PRIOR KNOWLEDGE TO TEXT, MAKING PREDICTIONS ABOUT TEXT AND USING PICTURE CLUES).	
1. Looks at pictures in books and predicts what will happen next.	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? • Build Knowledge • Picture Clues • Connect to Me
B. DEMONSTRATES PROGRESS IN ABILITIES TO RETELL AND DICTATE STORIES FROM BOOKS AND EXPERIENCES.	
1. Dictates simple stories for the teacher to write down.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Sum Up, Five Ws • Sum Up, Remember Order
C. REMEMBERS AND ARTICULATES SOME SEQUENCES OF EVENTS.	
1. Retells information from a story in sequence.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • What Comes Next? • Describe Characters • Sum Up, Five Ws • Sum Up, Remember Order • Look at Details
2. Tells stories with beginning, middle and end.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • What Comes Next? • Describe Characters • Sum Up, Five Ws • Sum Up, Remember Order • Look at Details
D. CONNECTS INFORMATION AND EVENTS TO REAL-LIFE EXPERIENCES.	
1. Child talks about personal experiences that come to mind when they are reading a story.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story
E. DEMONSTRATES UNDERSTANDING OF LITERAL MEANING OF STORY BEING TOLD THROUGH QUESTIONS AND COMMENTS.	
1. Shows interest in story by making comments and asking questions.	<ul style="list-style-type: none"> • Find an Answer • Connect to Me • Step Into the Story
2. Identifies the main events in a story, the characters, and where it takes place.	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Five Ws • Sum Up, Remember Order • Find an Answer

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
F. TELLS WHAT IS HAPPENING IN A PICTURE.	
1. Tells a story from pictures.	<ul style="list-style-type: none"> • Picture Clues • What Comes Next? • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
WRITING STANDARD 9: WRITING PROCESS—THE CHILD WILL USE THE “WRITING PROCESS” TO EXPRESS THOUGHTS AND FEELINGS.	
A. DEVELOPS UNDERSTANDING THAT WRITING IS A WAY OF COMMUNICATING FOR A VARIETY OF PURPOSES.	
1. Uses writing tools and paper to “write” words or stories.	Waterford encourages everyone to have writing and art materials available for children’s creations.
B. PROGRESSES FROM USING SCRIBBLES, SHAPES, OR PICTURES TO REPRESENT IDEAS TO USING LETTER LIKE SYMBOLS, OR WRITING FAMILIAR WORDS SUCH AS THEIR OWN NAME.	
1. Scribbles some letter like symbols and some letters in writing.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • Distinguish Letters • Letters Make Words
2. Writes own name or familiar words.	<ul style="list-style-type: none"> • What’s Your Name? • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • Distinguish Letters • Letters Make Words
C. PARTICIPATES IN WRITING OPPORTUNITIES.	
1. Uses writing materials to make shapes, squiggles, and letters.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • Distinguish Letters
2. Writes something and asks someone else to read it.	Waterford encourages everyone to have writing and art materials available for children’s creations.
D. BEGINS TO REMEMBER AND REPEAT STORIES AND EXPERIENCES THROUGH DRAWING AND DICTATION.	
1. Tells others about intended meaning of drawings and writings.	Waterford encourages everyone to have writing and art materials available for children’s creations.

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
MATHEMATICS	
STANDARD 1: PATTERNS—THE CHILD WILL SORT AND CLASSIFY OBJECTS AND ANALYZE SIMPLE PATTERNS.	
A. SORTS AND GROUPS OBJECTS INTO A SET AND EXPLAINS VERBALLY WHAT THE OBJECTS HAVE IN COMMON (E.G., COLOR, SIZE, SHAPE).	
1. Sorts objects into groups by a certain characteristic and begins to explain how the grouping was done.	<ul style="list-style-type: none"> Songs: All Sorts of Laundry; Large, Larger, Largest; Savanna Size Book: Buttons, Buttons Sort Size Color Practice Red, Yellow, and Blue
2. Describes or recognizes similarities and differences between objects.	<ul style="list-style-type: none"> Song: Same and Different Look at Details Similarities and Differences in Letters
B. RECOGNIZES PATTERNS, CAN REPEAT THEM, AND EXPLAIN THEM VERBALLY (RED, BLACK, RED, BLACK, RED, BLACK).	
1. Continues a simple pattern such as arranging blue and yellow pegs in alternating order.	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns: AB; ABB; ABC Logic Game
2. Describes patterns.	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns: AB; ABB; ABC Logic Game
STANDARD 2: NUMBER SENSE—THE CHILD WILL UNDERSTAND THE RELATIONSHIP BETWEEN NUMBERS AND QUANTITIES.	
A. BEGINS TO ASSOCIATE NUMBER CONCEPTS, VOCABULARY, QUANTITIES, AND WRITTEN NUMERALS IN MEANINGFUL WAYS.	
1. Begins to recognize numerals.	<ul style="list-style-type: none"> Explain Numbers Number Instruction Number Recognition and Sense
2. Puts two objects by the number two, three objects by the number three and so forth.	<ul style="list-style-type: none"> Number Instruction Number Recognition and Sense Make and Count Groups
3. Compares and recognizes items that are more, less or the same in size.	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Book: For the Birds More Than Fewer Than Greater Than, Less Than More Than, Fewer Than

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
B. BEGINS TO MAKE USE OF ONE-TO-ONE CORRESPONDENCE IN COUNTING OBJECTS AND MATCHING GROUPS OF OBJECTS.	
1. Counts objects in a one-to-one correspondence.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-one Correspondence Counting Puzzle Number Recognition and Sense Make and Count Groups
C. DEVELOPS INCREASING ABILITY TO COUNT IN SEQUENCE TO TEN.	
1. Counts from one to ten.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-one Correspondence Counting Puzzle Number Recognition and Sense Make and Count Groups
D. COUNTS OBJECTS IN A SET ONE-BY-ONE FROM ONE THROUGH FIVE.	
1. Counts objects from one through five.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-one Correspondence Counting Puzzle Number Recognition and Sense Make and Count Groups
E. IDENTIFIES AND CREATES SETS OF OBJECTS ONE THROUGH FIVE.	
1. Creates a set of five objects by counting them out.	<ul style="list-style-type: none"> Make and Count Groups Counting Songs Number Counting Number Instruction One-to-one Correspondence Counting Puzzle Number Recognition and Sense
F. IDENTIFIES NUMERALS ONE THROUGH FIVE.	
1. Names numerals one through five.	<ul style="list-style-type: none"> Number Instruction Number Recognition and Sense Counting Songs
G. RECOGNIZES THE NUMERICAL VALUE OF SETS OF OBJECTS THROUGH FIVE.	
1. Name "how many" are in a group of up to five (or more) objects.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction One-to-one Correspondence Counting Puzzle Number Recognition and Sense Make and Count Groups

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
STANDARD 3: GEOMETRY AND SPATIAL SENSE—THE CHILD WILL IDENTIFY COMMON GEOMETRIC SHAPES AND EXPLORE THE RELATIONSHIP OF OBJECTS IN THE ENVIRONMENT.	
A. BEGINS TO RECOGNIZE, DESCRIBE, COMPARE, AND NAME COMMON SHAPES (E.G., CIRCLE, SQUARE, TRIANGLE AND RECTANGLE).	
1. Names and describes shapes in the environment.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
2. Groups objects according to their shape and size.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Large, Larger, Largest, Savanna Size • Book: Buttons, Buttons • Sort • Size • Similar Figures
B. BUILDS AN INCREASING UNDERSTANDING OF DIRECTIONALITY, ORDER AND POSITION OF OBJECTS AND WORDS (E.G., ON, UNDER, ABOVE).	
1. Uses words that indicate where things are in space (e.g., “beside,” “inside,” “over,” “under,” etc.)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Next, and Last • First, Middle, Last
STANDARD 4: MEASUREMENT—THE CHILD WILL EXPLORE THE CONCEPTS OF NONSTANDARD AND STANDARD MEASUREMENT.	
A. MEASURES OBJECTS USING NONSTANDARD UNITS OF MEASUREMENT (E.G., PENCIL, PAPER CLIP, BLOCK).	
1. Participates in measuring activities and names units of measure.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
B. COMPARES OBJECTS ACCORDING TO OBSERVABLE ATTRIBUTES (E.G., LONG, LONGER, LONGEST; SHORT, SHORTER, SHORTEST; BIG, BIGGER, BIGGEST; SMALL, SMALLER, SMALLEST; SMALL, MEDIUM, LARGE).	
1. Begins to order, compare and describe objects.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Big and Little • Heavy and Light • Tall and Short
2. Can identify which object is the longest, shortest, biggest, or smallest.	<ul style="list-style-type: none"> • Song: Savanna Size • Size • Big and Little • Heavy and Light • Tall and Short
C. COMPARES AND ORDERS OBJECTS IN GRADUATED ORDER (E.G., SHORTEST TO TALLEST, THINNEST TO THICKEST).	
1. Places objects in graduated order.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Big and Little • Heavy and Light • Tall and Short
D. DEVELOPS AN AWARENESS OF SIMPLE TIME CONCEPTS WITHIN HIS/HER DAILY LIFE (E.G., YESTERDAY, TODAY, TOMORROW; MORNING, AFTERNOON, NIGHT).	
1. Use terms such as before, after, yesterday, tomorrow, morning, afternoon, day and night appropriately.	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow
STANDARD 5: DATA ANALYSIS—THE CHILD WILL COLLECT AND ANALYZE DATA IN A GROUP SETTING.	
A. BEGINS TO USE NUMBERS AND COUNTING AS A MEANS FOR SOLVING PROBLEMS AND MEASURING QUANTITY.	
1. Comparing groups, counts the number of items in each group to determine if there are more, less or the same (equivalent sets).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • Counting Songs • Number Counting • One-to-one Correspondence • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than
B. DEVELOPS GROWING ABILITIES TO COLLECT, DESCRIBE, AND RECORD INFORMATION THROUGH A VARIETY OF MEANS, INCLUDING DISCUSSION, DRAWINGS, MAPS, CHARTS, AND GRAPHS.	
1. Participates in discussions, creates and uses real and pictorial graphs, maps, photographs and charts.	<ul style="list-style-type: none"> • Calendar/ Graph Weather • Observe a Simple System
C. DESCRIBES SIMILARITIES AND DIFFERENCES BETWEEN OBJECTS.	
1. Describes the characteristics of objects that are similar (i.e., they both have round edges and are red) and different (this one is soft and that one is prickly).	<ul style="list-style-type: none"> • Song: Same and Different • Look at Details

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT	
STANDARD 1: LARGE MOTOR SKILL DEVELOPMENT—THE CHILD WILL PARTICIPATE IN ACTIVITIES THAT INVOLVE LARGE MOTOR SKILLS.	
A. DEMONSTRATES BASIC LOCOMOTOR MOVEMENTS (E.G., GALLOPING, HOPPING, JUMPING, RUNNING, SLIDING, RIDING TRICYCLES, PULLING WAGONS, PUSHING WHEELBARROWS).	
1. Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping and pulling. Moves toward skipping, galloping and riding.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
B. DEMONSTRATES BODY AND SPACE AWARENESS TO MOVE AND STOP WITH CONTROL OVER SPEED AND DIRECTION.	
1. Names or points to body parts.	<ul style="list-style-type: none"> Body Parts Parts of the Face
2. Moves within a space with defined boundaries.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
3. Runs easily and stops quickly.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
4. Controls body and can change movement, speed and direction.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
C. DEMONSTRATES NON-LOCOMOTOR MOVEMENTS (E.G., BENDING, PULLING, PUSHING, STRETCHING, SWAYING, SWINGING, TURNING, TWISTING).	
1. Moves while standing in place.	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This See “Parent Portal Resources” at end of document.
2. Identifies and reproduces non-locomotor movements when asked.	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This See “Parent Portal Resources” at end of document.
D. DEMONSTRATES INCREASING ABILITIES TO COORDINATE MOVEMENTS IN THROWING, CATCHING, KICKING, BOUNCING BALLS, AND USING THE SLIDE AND SWING.	
1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
2. Swings with assistance.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
3. Goes down a slide.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
E. COORDINATES LARGE ARM MOVEMENTS (E.G., EASEL PAINTING, WOODWORKING, CLIMBING, THROWING, PLAYING RHYTHM BAND INSTRUMENTS, WRITING ON CHALKBOARD, PLAYING WITH BLOCKS, CATCHING, AND TOSSING).	
1. Participates in activities that develop large muscles, strength and endurance.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
F. DEVELOPS COORDINATION AND BALANCE THROUGH A VARIETY OF ACTIVITIES.	
1. Begins to gain coordination through participation in physical activities.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
2. Can balance.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
STANDARD 2: SMALL MOTOR SKILL DEVELOPMENT—THE CHILD WILL PARTICIPATE IN ACTIVITIES THAT INVOLVE SMALL MOTOR SKILLS.	
A. DEMONSTRATES INCREASED FINE MUSCLE CONTROL (E.G., USING PEGS, BEADS, PATTERN BLOCKS, CRAYONS, PENCILS, PAINT BRUSHES, FINGERPAINT, SCISSORS, GLUE, AND A VARIETY OF PUZZLES).	
1. Controls small muscles to complete tasks.	The use of Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
2. Uses small muscles for self-help skills.	The daily use of a touch pad or mouse develops eye-hand coordination.
B. DEMONSTRATES INCREASING CONTROL OF SMALL MUSCLES IN HANDS (E.G., USING TONGS OR EYEDROPPER, STRINGING BEADS).	
1. Successfully uses simple tools during a variety of learning activities.	<ul style="list-style-type: none"> • The daily use of a touch pad or mouse develops eye-hand coordination. • Song: the Scientific Method • Science Investigation
STANDARD 3: HEALTH-ENHANCING ACTIVITY DEVELOPMENT—THE CHILD WILL PARTICIPATE IN HEALTH-ENHANCING ACTIVITIES FOR THE DEVELOPMENT OF LIFETIME HEALTH AND FITNESS.	
A. PROGRESSES IN PHYSICAL GROWTH, STRENGTH, STAMINA AND FLEXIBILITY.	
1. Demonstrates increasing ability to lift and carry heavier items, run farther and successfully navigate playground equipment.	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
B. UNDERSTANDS THAT HEALTHY BODIES REQUIRE REST, EXERCISE, AND GOOD NUTRITION.	
1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food
2. Begins to recognize and select healthy foods, exercise and rest activities.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food
C. SHOWS GROWING INDEPENDENCE IN FOLLOWING ROUTINE HEALTHY BEHAVIORS (E.G., HYGIENE, NUTRITION AND PERSONAL CARE WHEN EATING, DRESSING, WASHING HANDS, BRUSHING TEETH, AND TOILETING).	
1. Increasingly takes care of self when eating, dressing, toileting, and washing hands.	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
D. BUILDS AWARENESS AND ABILITY TO FOLLOW BASIC HEALTH AND SAFETY RULES.	
1. Utilizes appropriate safety procedures for home, school, outdoors, playground, vehicles, bicycles, etc.	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
SCIENCE	
STANDARD 1: SCIENCE PROCESSES AND INQUIRY—THE CHILD WILL INVESTIGATE AND EXPERIMENT WITH OBJECTS TO DISCOVER INFORMATION.	
A. DEVELOPS INCREASING ABILITIES TO CLASSIFY, COMPARE, AND CONTRAST OBJECTS, EVENTS AND EXPERIENCES.	
1. Describes objects and living things in increasing detail.	<ul style="list-style-type: none"> Song: Same and Different Look at Details Science Investigation
2. Identifies similarities and differences in objects.	<ul style="list-style-type: none"> Song: Same and Different Look at Details Science Investigation
3. Tells stories about what he or she experiences.	<ul style="list-style-type: none"> Build Knowledge Connect to Me Step Into the Story
B. SELECTS AND BECOMES FAMILIAR WITH SIMPLE SCIENTIFIC TOOLS (E.G., MAGNIFYING GLASS, MAGNET).	
1. Uses scientific tools as props in play.	<ul style="list-style-type: none"> Science Investigation Pretend Play
2. Describes the use of scientific tools. (For weighing, making bigger, measuring, collecting, etc.)	<ul style="list-style-type: none"> Science Investigation Length Weight Capacity
C. PARTICIPATES IN SIMPLE EXPERIMENTS TO DISCOVER INFORMATION (E.G., BOTTLES OF WATER OR HOMEMADE TELEPHONE TO LEARN ABOUT VIBRATION AND SOUND, SIMPLE SCALE TO DETERMINE HEAVY AND LIGHT).	
1. Explores and tries new things with materials.	<ul style="list-style-type: none"> Song: Measuring Plants Materials Weight Length Capacity
D. ASKS QUESTIONS, MAKES PREDICTIONS, AND COMMUNICATES OBSERVATIONS ORALLY AND/OR IN DRAWINGS.	
1. Verbalizes what he or she sees and expects to happen.	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Observe a Simple System
2. Shows interest by asking questions.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation
E. EXPLORES CAUSE AND EFFECT.	
1. Understands simple cause and effect situations (i.e. if the ball is dropped it will fall, if the juice spills, the table is wet).	<ul style="list-style-type: none"> Song: Gravity Gravity Push and Pull

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
STANDARD 2: PHYSICAL—THE CHILD WILL INVESTIGATE AND DESCRIBE OBJECTS THAT CAN BE SORTED IN TERMS OF PHYSICAL PROPERTIES.	
A. DEVELOPS AN AWARENESS OF THE SENSORY ATTRIBUTES OF OBJECTS ACCORDING TO TASTE, SMELL, HEARING, TOUCH, AND SIGHT.	
1. Uses senses to explore environment and can describe differences.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Taste • Smell
B. DEVELOPS AN AWARENESS OF THE PROPERTIES OF SOME OBJECTS (E.G., FLOAT-SINK, HEAVY-LIGHT, ROUGH-SMOOTH, HARD-SOFT, MAGNETIC-NONMAGNETIC, SOLID-LIQUID, WET-DRY).	
1. Recognizes and describes the properties of objects.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Matter • Solid and Liquid • Magnets • Matter
2. Makes comparisons among observed objects.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Matter; Same and Different • Look at Details • Solid and Liquid • Heavy and Light • Tall and Short • Big and Little • Magnets • Matter
C. OBSERVES AND DESCRIBES HOW OBJECTS MOVE (E.G., SLIDE, TURN, TWIRL, ROLL).	
1. Describes how objects move.	<ul style="list-style-type: none"> • Book: Mr. Mario's Neighborhood • Push and Pull
STANDARD 3: LIFE—THE CHILD WILL OBSERVE AND INVESTIGATE PLANTS AND ANIMALS.	
A. DEVELOPS AN AWARENESS OF WHAT VARIOUS PLANTS AND ANIMALS NEED FOR GROWTH.	
1. Provides plants and animals what is needed for growth (soil, water, sunshine, and food).	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
B. DEMONSTRATES A BEGINNING AWARENESS OF THE CHANGES THAT PLANTS AND ANIMALS GO THROUGH DURING THEIR LIFE (E.G., SEED/PLANT, EGG/CHICKEN).	
1. Matches a seed and a plant and a young animal and an adult animal.	<ul style="list-style-type: none"> Songs: Plants are Growing Mammals Amphibians Observe a Simple System
C. DEMONSTRATES INTEREST AND RESPECT FOR THE PLANT AND ANIMAL LIFE AROUND THEM.	
1. Takes care of familiar plants and animals in the classroom or at home.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
STANDARD 4: EARTH/SPACE—THE CHILD WILL INVESTIGATE AND OBSERVE THE BASIC CONCEPTS OF THE EARTH.	
A. DEVELOPS AN AWARENESS OF THE PROPERTIES OF COMMON EARTH MATERIALS (E.G., SOIL, ROCKS, WATER).	
1. Explores and discusses materials related to the rocks, soil, air, clouds, sun, moon, and stars.	<ul style="list-style-type: none"> Songs: Sun Blues; Precipitation; The Moon Book: Star Pictures Sun Moon Constellations Rocks Materials Water
B. DEVELOPS AN AWARENESS OF DAILY WEATHER (E.G., SUNNY, CLOUDY, RAINY, SNOWY, WINDY, HOT, WARM, COLD).	
1. Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions.	<ul style="list-style-type: none"> Weather Calendar/Graph Weather Sun Clouds
C. DEVELOPS AN AWARENESS OF THE FOUR SEASONS (E.G., TEMPERATURE, WEATHER APPROPRIATE CLOTHING, CHANGING LEAVES).	
1. Recognizes characteristics of different seasons.	<ul style="list-style-type: none"> Songs: I Am Part of All I See; Seasons Book: That’s What I Like, A Book About Seasons Spring Summer Fall Winter Environments: Winter
D. OBSERVES AND PARTICIPATES IN A VARIETY OF ACTIVITIES RELATED TO PRESERVING THE ENVIRONMENT.	
1. Expresses concern for taking care of the earth.	<ul style="list-style-type: none"> Songs: I Am Part of All I See; Pollution Rap; Conservation; Water Pollution and Recycling Care of Earth Care of Water Care of Air

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
SOCIAL AND PERSONAL SKILLS	
STANDARD 1: THE CHILD WILL PARTICIPATE IN ACTIVITIES TO DEVELOP THE SKILLS NECESSARY FOR WORKING AND INTERACTING WITH OTHERS.	
A. PLAYS, WORKS AND INTERACTS EASILY WITH ONE OR MORE CHILDREN AND/OR ADULTS.	
1. Greets the teacher and others when arriving. Responds to familiar faces and voices verbally and nonverbally.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document.
2. Engages in conversations with children and adults.	Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.
B. BEGINS TO DEVELOP RELATIONSHIPS WITH OTHERS.	
1. Chooses to work and play with other children.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Pretend Play Party Time!
2. Initiates interaction with others.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Party Time!
C. RECOGNIZES THE FEELINGS OF OTHERS AND RESPONDS APPROPRIATELY.	
1. Expresses care and understanding for the feelings of others.	<ul style="list-style-type: none"> Musical Mayhem Boo Hoo Baby
D. DEVELOPS CONFIDENCE AND STANDS UP FOR OWN RIGHTS.	
1. Attempts new tasks with enthusiasm.	<ul style="list-style-type: none"> See “Parent Portal Resources” at end of document. Perfect Present Soup’s On! Marmot Basket Mama’s Melody
2. Enters groups of children with confidence.	<ul style="list-style-type: none"> Clubhouse See “Parent Portal Resources” at end of document.
E. SHOWS RESPECT FOR OTHERS AND THEIR PROPERTY.	
1. Treats other children respectfully and uses care with their property.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
2. Uses equipment carefully, does not waste supplies and puts materials away when finished.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
3. Respects all children by accepting adaptive equipment (e.g. wheel chair, hearing aide, crutches, etc.) as part of the person.	<ul style="list-style-type: none"> Books: In the Rain; Seeing Fingers

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
F. RECOGNIZES AND EXPRESSES OWN FEELINGS AND RESPONDS APPROPRIATELY.	
1. Deals with feelings in age appropriate way.	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found
2. Uses words or pictures to identify and label some of his or her own feelings and needs.	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found Boo Hoo Baby Squirrel's Sketches Clubhouse
G. DEVELOPS INCREASING ABILITIES TO GIVE AND TAKE IN INTERACTIONS; TO TAKE TURNS IN GAMES OR USING MATERIALS; AND TO INTERACT WITHOUT BEING OVERLY SUBMISSIVE OR DIRECTIVE.	
1. Shares equipment/materials and takes turns in activities.	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
H. WORKS INDEPENDENTLY AND/OR COOPERATIVELY TO SOLVE PROBLEMS OR RESOLVE CONFLICTS.	
1. Uses words and strategies for resolving conflicts and solving problems.	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Musical Mayhem Boo Hoo Baby
I. SEEKS ASSISTANCE FROM ADULT WHEN APPROPRIATE.	
1. Attempts to solve problem before asking for assistance from teacher.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
J. DEMONSTRATES EMERGING AWARENESS AND RESPECT FOR CULTURE, ETHNICITY, ABILITIES AND DISABILITIES.	
1. Develops successful relationships with others in the home, family and learning environment.	<ul style="list-style-type: none"> My Family Clubhouse Marmot Basket Where's Papa? Find Me! Soup's On!
2. Treats everyone with respect and dignity.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
3. Understands and values similarities and differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
4. Notices differences in skin color, eyes, hair, language, and culture.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
STANDARD 2: THE CHILD WILL DEVELOP THE SKILLS NECESSARY FOR PARTICIPATING IN A VARIETY OF SETTINGS.	
A. STATES HIS/HER FULL NAME, AGE, AND NAME OF PARENT OR GUARDIAN.	
1. Gives personal information such as name and age.	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
2. Names significant family members.	<ul style="list-style-type: none"> Song: Tortillas, Tortillas My Family Tortillas, Tortillas See "Parent Portal Resources" at end of document.

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
B. SHOWS ABILITY TO ADJUST TO NEW SITUATIONS.	
1. Moves smoothly from one routine to another (for example, from activity period to cleanup).	<ul style="list-style-type: none"> Soup's On!
2. Transitions from home to school without extensive or long-lasting anxiety.	<ul style="list-style-type: none"> See "Parent Portal Resources" at end of document.
SOCIAL STUDIES	
STANDARD 1: CIVICS—THE CHILD WILL EXHIBIT TRAITS OF GOOD CITIZENSHIP.	
A. WORKS AND PLAYS COOPERATIVELY IN A VARIETY OF SETTINGS (E.G., IN LARGE AND SMALL GROUPS, LEARNING CENTERS).	
1. Positively contributes to large and small groups.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. Question and response conversations demonstrate examples of asking and answering questions for positive contributions.
B. RECOGNIZES THE IMPORTANCE OF HIS/HER ROLE AS A MEMBER OF THE FAMILY, THE CLASS AND THE COMMUNITY.	
1. Identifies self as a member of a family, community, and school class or caring group.	<ul style="list-style-type: none"> My Family My Name is Squirrel Clubhouse
2. Creates representations of home, school, or community through drawings or block constructions.	Waterford encourages everyone to have writing and art materials available for children's creations.
C. LISTENS TO OTHERS WHILE IN LARGE AND SMALL GROUPS.	
1. Takes turns listening and speaking.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
D. SHOWS RESPECT FOR OTHERS AND THEIR PROPERTY.	
1. Treats other children respectfully and uses care with their property.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
2. Uses equipment carefully, does not waste supplies and puts material away when finished.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
E. DEVELOPS AN AWARENESS OF HOW PEOPLE POSITIVELY AFFECT THE ENVIRONMENT.	
1. Participates in taking care of the indoor and outdoor environment.	<ul style="list-style-type: none"> Songs: Pollution Rap; I Am Part of All I See Pollution and Recycling
F. RECOGNIZES PATRIOTIC SYMBOLS AND ACTIVITIES (E.G., AMERICAN FLAG).	
1. Recognizes the American and/or Tribal flag, and other symbols.	<ul style="list-style-type: none"> Songs: Inchworm (USA); Egg on a Queen (USA—Southern style); 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); An Ox Kissing a Fox (USA)

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
STANDARD 2: GEOGRAPHY—THE CHILD WILL DEMONSTRATE KNOWLEDGE OF BASIC GEOGRAPHIC CONCEPTS.	
A. LOCATES AND DESCRIBES FAMILIAR PLACES (E.G., CLASSROOM, HOME, SCHOOL, RESTAURANT).	
1. Names and describes places they see on the way to school (e.g., store, restaurant). Describes home and school.	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
B. BEGINS TO DEVELOP AN UNDERSTANDING OF HIS/HER COMMUNITY (E.G., HOME, SCHOOL, CITY).	
1. Identifies common features in the home, school, and community.	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
STANDARD 3: THE CHILD WILL DISCUSS HOW CHILDREN IN VARIOUS COMMUNITIES AND CULTURES ARE ALIKE AND DIFFERENT.	
A. EXPLORES HOW CHILDREN HAVE NEEDS IN COMMON (E.G., FOOD, CLOTHING, SHELTER).	
1. Understands the basic human needs of all people for food, clothing, and shelter.	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Healthy Food • Spring • Summer • Fall • Winter
B. EXPLORES HOW CHILDREN ARE UNIQUE AS TO LANGUAGES, FOOD, CLOTHING, TRANSPORTATION, AND CUSTOMS.	
1. Talks about how different people have differences in language, food, clothing, transportation, and customs.	<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)
C. EXPLORES HOW FAMILIES AND COMMUNITIES BUILD “TRADITIONS.”	
1. Shares family and community traditions.	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Song: Tortillas, Tortillas

OKLAHOMA STANDARDS	WATERFORD TEACHER RESOURCES
STANDARD 4: ECONOMICS—THE CHILD WILL EXPLORE VARIOUS CAREERS.	
A. DEVELOPS GROWING AWARENESS OF JOBS AND WHAT IS REQUIRED TO PERFORM THEM.	
1. Describes people's jobs and what is required to perform them (i.e. a firefighter uses protective clothing, a hose, an ax, etc.)	<ul style="list-style-type: none"> • See "Parent Portal Resources" at end of document.
B. IDENTIFIES VARIOUS SCHOOL AND COMMUNITY PERSONNEL.	
1. Names school personnel such as principal or director, teacher, secretary, custodian, cook, etc.	<ul style="list-style-type: none"> • See "Parent Portal Resources" at end of document.
2. Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant worker, etc.	<ul style="list-style-type: none"> • See "Parent Portal Resources" at end of document. • Book: Follow the Apples
C. DEVELOPS AN AWARENESS OF MONEY BEING NEEDED TO PURCHASE THINGS.	
1. Imitates paying for items and services during dramatic play.	<ul style="list-style-type: none"> • Pretend Play • See "Parent Portal Resources" at end of document.



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.

