

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*South Carolina  
Early Learning  
Standards—  
August 2017*

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## *This document provides a detailed correlation of* **WATERFORD UPSTART** *to the* **SOUTH CAROLINA EARLY LEARNING STANDARDS—AUGUST 2017.**

### **UPSTART INTRODUCTION**

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

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

### **PROVEN SUPPORT MODEL**

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

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

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

### **SOCIAL AND EMOTIONAL LEARNING FOR STUDENTS**

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

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

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

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

### **WATERFORD EARLY LEARNING**

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

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

### **PERSONALIZED LEARNING FOR CHILDREN**

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

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

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

### **DOCUMENT ORGANIZATION**

This document includes a correlation chart with the following columns:

- South Carolina 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.*



<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>APPROACHES TO PLAY AND LEARNING</b>	
<b>CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS</b>	
Goal APL-1: Children show curiosity and express interest in the world around them.	
Discover things that interest and amaze them and seek to share them with others. APL-1m	<ul style="list-style-type: none"> <li>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</li> <li>Science Investigation</li> </ul>
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
Show interest in a growing range of topics, ideas, and tasks. APL-1o	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
Goal APL-2: Children actively seek to understand the world around them.	
Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	<ul style="list-style-type: none"> <li>Book: I Want to Be a Scientist Like Jane Goodall</li> <li>Science Investigation</li> </ul>
Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Science Investigation</li> </ul>
Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> </ul>
<b>PLAY AND IMAGINATION</b>	
Goal APL-3: Children engage in increasingly complex play.	
Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Pretend Play</li> </ul>
Use more complex and varied language to share ideas and influence others during play. APL-3s	Waterford Early Learning provides many activities related to vocabulary acquisition and use. Online books 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.
Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Perfect Present</li> </ul>
Make up stories, songs, or dances for fun during play. APL-4o	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Invents new games. APL.4p	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
<b>RISK TAKING, PROBLEM SOLVING, AND FLEXIBILITY</b>	
<b>Goal APL-5: Children are willing to try new and challenging experiences.</b>	
Express a belief that they can do things that are hard. APL-5o	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> </ul>
Approach new experiences independently. APL-5p	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>
Ask to participate in new experiences that they have observed or heard about. APL-5q	<ul style="list-style-type: none"> <li>• Find Me!</li> </ul>
Independently seek new challenges. APL-5r	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> </ul>
<b>Goal APL-6: Children use a variety of strategies to solve problems.</b>	
Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6n	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Lost and Found</li> <li>• Marmot Basket</li> </ul>
Describe the steps they will use to solve a problem. APL-6o	<ul style="list-style-type: none"> <li>• Song: Problem Solving</li> <li>• Book: Milton’s Mittens</li> <li>• Story Problem Strategies</li> <li>• Musical Mayhem</li> <li>• Logic Game</li> </ul>
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	<ul style="list-style-type: none"> <li>• Song: Problem Solving</li> <li>• Story Problem Strategies</li> </ul>
Explain how they solved a problem to another person. APL-6q	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>ATTENTIVENESS, EFFORT, AND PERSISTENCE</b>	
<b>Goal APL-7: Children demonstrate initiative.</b>	
Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7k	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>
Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL.7m	Waterford Early Learning helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
<b>Goal APL-8: Children maintain attentiveness and focus.</b>	
Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k	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.
Consistently remain engaged in self- directed activities. APL-8l	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.
Shift attention back to a task after having been diverted from it. APL.8m	Waterford’s software calls student attention back to the activity with a pop-up. If the student is inactive for 90 seconds, the pop-up asks them to get their teacher.
<b>Goal APL-9: Children persist at challenging activities.</b>	
Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	<ul style="list-style-type: none"> <li>• Marmot Basket</li> </ul>
When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> </ul>
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	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.

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>EMOTIONAL AND SOCIAL DEVELOPMENT</b>	
<b>DEVELOPING A SENSE OF SELF</b>	
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> <li>• Clubhouse</li> </ul>
Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	Consistent review and practice throughout the Waterford sequence builds student awareness of, and confidence in, the skills they are learning.
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> <li>• Come Inside</li> <li>• My Family</li> </ul>
Express the belief that they can do many things. ESD-2o	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Soup’s On!</li> </ul>
Stick with tasks even when they are challenging. ESD-2p	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.
Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). ESD-2q	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>DEVELOPING A SENSE OF SELF WITH OTHERS</b>	
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3t	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Where’s Papa?</li> </ul>
Form positive relationships with new teachers or caregivers over time. ESD-3u	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal ESD-4: Children form relationships and interact positively with other children.</b>	
Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> <li>• Party Time!</li> </ul>
Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	<ul style="list-style-type: none"> <li>• Clubhouse</li> </ul>
Seek and give support with children they identify as friends. ESD-4r	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> </ul>
Use language effectively to have conversations with other children and influence another child’s behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
Follow social rules, transitions, and routines that have been explained to them. ESD-5r	<ul style="list-style-type: none"> <li>• Party Time</li> <li>• Soup’s On!</li> </ul>
Make requests clearly and effectively most of the time. ESD-5s	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> </ul>
Balance their own needs with those of others in the group. ESD-5t	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5w	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; In the Rain</li> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
Recognize and honor cultural differences. ESD-5x	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>LEARNING ABOUT FEELINGS</b>	
<b>Goal ESD-6: Children identify, manage, and express their feelings.</b>	
Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Lost and Found</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• My Family</li> <li>• Soup’s On!</li> </ul>
Independently manage and express feelings effectively most of the time. ESD-6p	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>



<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal ESD-6: Children identify, manage, and express their feelings <i>continued</i>.</b>	
Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). ESD-6q	Waterford Reading provides many activities related to vocabulary acquisition and use. Online books 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.
Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). ESD-6r	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>
Use problem-solving strategies when feeling angry or frustrated. ESD-6s	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
Communicate understanding and empathy for others’ feelings. ESD-7n	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”). ESD-7o	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> </ul>
Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p	<ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>	
<b>PHYSICAL HEALTH AND GROWTH</b>	
<b>Goal HPD-1: Children develop healthy eating habits.</b>	
Try new foods. HPD-1s	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Feed themselves with utensils independently. HPD-1t	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Name foods and beverages that help to build healthy bodies. HPD-1w	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.</b>	
Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2o	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> </ul>
Transition independently from active to quiet activities most of the time. HPD-2r	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal HPD-3: Children develop healthy sleeping habits.</b>	
Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Exercise and Rest</li> </ul>
Independently start and participate in sleep routines most of the time. HPD-3l	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>MOTOR DEVELOPMENT</b>	
<b>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
Coordinate movement of upper and lower body. HPD-4p	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Show awareness of own body in relation to other people and objects while moving through space. HPD-4s	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	The daily use of a touch pad or mouse develops eye-hand coordination.
Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	The use of Waterford Early Learning courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
<b>SELF-CARE</b>	
<b>Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>	
Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> </ul>
Consistently use strategies to calm themselves when needed. HPD-6j	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>Goal HPD-7: Children develop independence in caring for themselves and their environment.</b>	
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Dress and undress themselves independently. HPD-7r	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s	<ul style="list-style-type: none"> <li>• Song: Pollution Rap</li> <li>• Pollution and Recycling</li> </ul>
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Exercise and Rest</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>SAFETY AWARENESS</b>	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Avoid potentially dangerous behaviors. HPD-8m	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul>
Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. HPD-8n	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul>
Independently follow basic safety rules. HPD-8o	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul>
Identify people who can help them in the community (police, firefighter, nurse). HPD-8p	<ul style="list-style-type: none"> <li>• Book: Play Ball</li> </ul>
<b>LANGUAGE DEVELOPMENT AND COMMUNICATION</b>	
<b>LEARNING TO COMMUNICATE</b>	
Goal LDC-1: Children understand communications from others.	
Show understanding of increasingly complex sentences. LDC-1n	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
Respond to requests for information or action. LDC-1o	<ul style="list-style-type: none"> <li>• Find an Answer</li> </ul>
Follow more detailed multi-step directions. LDC-1p	While interacting with the Waterford sequence, children listen to and follow multi-step directions. Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
Goal LDC-2: Children participate in conversations with peers and adults.	
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	<ul style="list-style-type: none"> <li>• Book: Seeing Fingers</li> </ul>
Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	Social Emotional videos model multiple back and forth conversations, initiated and responded to by different characters.
Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	Social Emotional videos model multiple back and forth conversations, initiated and responded to by different characters.
Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Show an appreciation for and can use humor appropriately. LDC-2p	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>	
Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”). LDC-3f	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation</li> <li>• Science Investigation</li> </ul>
<b>Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.</b>	
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• Perfect Present</li> <li>• Come Inside</li> <li>• My Family</li> </ul>
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Speak clearly enough to be understood by most people. LDC-4m	Waterford Early Learning introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.
States point of view, likes and dislikes. LDC-4n	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> <li>• Soup’s On!</li> </ul>
Relays messages accurately. LDC-4o	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Expresses ideas in more than one way. LDC-4p	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>Goal LDC-5: Children describe familiar people, places, things, and events.</b>	
Describe experiences and create and/or retell longer narratives. LDC-5f	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>
<b>Goal LDC-6: Children use most grammatical constructions of their home language well.</b>	
Speak in full sentences that are grammatically correct most of the time. LDC-6i	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
<b>Goal LDC-7: Children respond to and use a growing vocabulary.</b>	
Repeat familiar songs, chants, or rhymes. LDC-7p	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7q	Waterford Reading provides many activities related to vocabulary acquisition and use. Online books 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.

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal LDC-7: Children respond to and use a growing vocabulary <i>continued</i>.</b>	
<p>Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r</p>	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Vocabulary</li> </ul>
<p>Distinguishes between real and made up words. LDC-7s</p>	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>
<b>FOUNDATIONS FOR READING</b>	
<b>Goal LDC-8: Children develop interest in books and motivation to read.</b>	
<p>Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>
<p>Use and share books and print in their play. LDC-8n</p>	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
<p>Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o</p>	<ul style="list-style-type: none"> <li>• Read with Me</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>Goal LDC-9: Children develop book knowledge and print awareness.</b>	
<p>Hold a book upright while turning pages one by one from front to back. LDC-9k</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Many of the Picture Story online books, (for example, <i>This Little Piggy</i>, <i>Jack and Jill</i>, or <i>Itsy, Bitsy Spider</i>), feature graphics that imitate pages turning.</p>
<p>Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”). LDC-9l</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> <li>• Look, Listen, and Match</li> </ul>
<p>Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m</p>	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>
<p>With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n</p>	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal LDC-9: Children develop book knowledge and print awareness <i>continued</i>.</b>	
Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Look, Listen, and Match</li> <li>• Distinguish Letters</li> </ul>
Identify their name and the names of some friends when they see them in print. LDC-9p	<ul style="list-style-type: none"> <li>• What’s Your Name?</li> </ul>
<b>Goal LDC-10: Children comprehend and use information presented in books and other print media.</b>	
Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> </ul>
Use knowledge of the world to make sense of more challenging texts. LDC-10q	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
Ask more focused and detailed questions about a story or the information in a book. LDC-10s	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Look At Details</li> </ul>
Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• Find an Answer</li> <li>• Describe Characters</li> </ul>
Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• First, Middle, Last</li> </ul>
<b>Goal LDC-11: Children develop phonological awareness.</b>	
Distinguishes between similar sounding words (e.g., tree and three). LDC-11j	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where is the Sound?</li> </ul>
Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal LDC-11: Children develop phonological awareness <i>continued</i>.</b>	
<p>Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>
<p>Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Rhyming Words Song</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Where Is the Sound?</li> </ul>
<p>Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-n</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Barnyard Bash</li> </ul>
<b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b>	
<p>Demonstrate an interest in learning the alphabet. LDC-12e</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters</li> <li>• Alphabet Review</li> <li>• Letter Checker</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Similarities and Differences in Letters</li> </ul>
<p>Show they know that letters function to represent sounds in spoken words. LDC-12f</p>	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Name That Letter Sound</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>
<p>Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters</li> <li>• Alphabet Review</li> <li>• Letter Checker</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Similarities and Differences in Letters</li> <li>• What's Your Name?</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle <i>continued</i>.</b>	
Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “ A-a-apple.”). LDC-12h	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Name That Letter Sound</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>
Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Name That Letter Sound</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
<b>FOUNDATIONS FOR WRITING</b>	
<b>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
Represent thoughts and ideas in drawings and by writing letters or letter- like forms. LDC-13f	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g	<p>Waterford Learning Reading encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
Communicate their thoughts for an adult to write. LDC-13h	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). LDC-13j	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>Goal LDC-14: Children use knowledge of letters in their attempts to write.</b>	
Use known letters and approximations of letters to write their own name and some familiar words. LC-14d	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• What’s Your Name?</li> </ul>
Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14e	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Picture Writing</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> </ul>



<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal LDC-15: Children use writing skills and conventions.</b>	
Use a variety of writing tools and materials with increasing precision. LC-15i	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
Use some conventional letters in their writing. LC-15k	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Alphabet Review</li> </ul>
<b>MATHEMATICAL THINKING AND EXPRESSION</b>	
<b>FOUNDATIONS FOR NUMBER SENSE</b>	
<b>Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.</b>	
Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. MTE-1q	<ul style="list-style-type: none"> <li>• Songs: More Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than, Less Than</li> <li>• More Than</li> <li>• Less Than</li> <li>• More Than, Fewer Than</li> <li>• Make and Count Groups</li> <li>• Number Recognition and Sense</li> <li>• Match Numbers</li> </ul>
Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r	<ul style="list-style-type: none"> <li>• Songs: More Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than, Less Than</li> <li>• More Than</li> <li>• Less Than</li> <li>• More Than, Fewer Than</li> <li>• Make and Count Groups</li> <li>• Number Recognition and Sense</li> <li>• Match Numbers</li> </ul>
Rote count to 20 with increasing accuracy. MTE-1s	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs (See titles at end of document.)</li> <li>• Order Numbers</li> <li>• Number Instruction</li> </ul>
Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.) MTE-1t	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities <i>continued</i>.</b>	
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?” MTE-1u	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>
Recognize numerals up to 10 and attempt to write them number-like forms during play and daily activities. MTE-1v	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> </ul>
Match numerals 1-10 to sets of objects, with guidance and support. MTE-1w	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>
Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) MTE-1x	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>
Given a number 0-5, count out that many objects. MTE-1y	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>
State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting) MTE-1z	<ul style="list-style-type: none"> <li>• Match Numbers</li> <li>• Moving Target (Dots)</li> </ul>
Tell what number comes next or what number came before another number when counting 1-5. MTE-1aa	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Order Numbers</li> <li>• Number Line</li> <li>• Count On</li> </ul>
Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). MTE-1ab	<ul style="list-style-type: none"> <li>• Song: Sequencing Events</li> <li>• First, Next, Last</li> <li>• First, Middle, Last</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.</b>	
<p>Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” During play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d</p>	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• Make and Count Groups</li> <li>• Soup’s On!</li> </ul>
<p>Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 objects can be combined to make 5 objects). MTE-2e</p>	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Addition</li> <li>• Subtraction</li> </ul>
<b>FOUNDATIONS FOR ALGEBRAIC THINKING</b>	
<b>MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.</b>	
<p>Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). MTE-3h</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Button</li> <li>• Sort</li> </ul>
<p>Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i</p>	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Logic Game</li> </ul>
<p>Show beginning abilities to create simple repeating patterns. MTE-3j</p>	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Logic Game</li> </ul>
<b>FOUNDATIONS FOR GEOMETRY AND SPACIAL UNDERSTANDING</b>	
<b>Goal MTE-4: Children begin to identify, describe, classify, an understand shape, size, direction, and movement during play and other activities.</b>	
<p>Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l</p>	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Next, Last</li> <li>• First, Middle, Last</li> <li>• Right, Left</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities <i>continued</i>.</b>	
Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). MTE-4m	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Geoboard</li> </ul>
Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). MTE-4o	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
<b>FOUNDATIONS OF MEASUREMENT AND DATA ANALYSIS</b>	
<b>Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.</b>	
Use descriptive language for size, length, or weight (short, tall, long, heavy, and big). MTE-5k	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Make Comparisons</li> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>
Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others: I can’t lift it.” Look at three strings that are different lengths and select the longest string). MTE-5l	<ul style="list-style-type: none"> <li>• Song: Measuring Plant; Savanna Size; Large, Larger, Largest</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>
Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m	<ul style="list-style-type: none"> <li>• Length</li> <li>• Order Size</li> <li>• Make Comparisons</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities <i>continued</i>.</b>	
Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> </ul>
Describe the weather as hot or cold. Continue to engage in explorations with temperature.) MTE-5o	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Winter</li> <li>• Summer</li> </ul>
Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-5p	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>MATHEMATICAL THINKING AND REASONING</b>	
<b>Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment.</b>	
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: Milton’s Mittens</li> <li>• Patterns</li> <li>• Marmot Basket</li> </ul>
Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). MTE-6e	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Problem Solving Strategies</li> </ul>
Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have crackers, so I got four more.”). MTE-6f	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Problem Solving Strategies</li> </ul>
Identify and describe strategies used to complete increasingly difficult puzzles (e.g., when completing a floor puzzle, working on the edges first). MTE-6g	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>COGNITIVE DEVELOPMENT</b>	
<b>CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING</b>	
<b>Goal CD-1: Children use their senses to construct knowledge about the world around them.</b>	
Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal CD-1: Children use their senses to construct knowledge about the world around them <i>continued</i>.</b>	
Express knowledge gathered through their senses using play, art, language, and other forms of representation (show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>
Organize and use information through matching, grouping, and sequencing. CD-1o	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Match</li> <li>• Sort</li> </ul>
<b>Goal CD-2: Children recall information and use it for new situations and problems.</b>	
Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>
Describe past events in an organized way, including details or personal reactions. CD-2v	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Connect to Me</li> </ul>
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Peek at the Story</li> <li>• Find an Answer</li> </ul>
Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Pretend Play</li> </ul>
Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> </ul>
Speculate and imagine what might happen next. CD-2z	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>
<b>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3j	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>
Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3k	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Gooley Mud</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>
Use language to describe their thinking processes with adult support. CD-3l	<ul style="list-style-type: none"> <li>• Lost and Found</li> </ul>
Work on a project over several days, solving problems and making their work more elaborate. CD-3m	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>CREATIVE EXPRESSION</b>	
<b>Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>
Recognize the value of artistic expression and the role the arts play in human’s lives. CD-4l	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>
<b>Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.</b>	
Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Papa’s Play</li> </ul>
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Papa’s Play</li> </ul>
Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>SOCIAL CONNECTIONS</b>	
<b>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> <li>• My Family</li> <li>• Come Inside</li> </ul>
Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	<ul style="list-style-type: none"> <li>• Book: Play Ball</li> </ul>
<b>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Come Inside</li> <li>• My Family</li> </ul>
<b>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> <li>• Books: Seeing Fingers; In the Rain</li> </ul>
Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	<ul style="list-style-type: none"> <li>• 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)</li> </ul>



<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</b>	
Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Your Backyard</li> <li>• Rainforests</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Create Your Own Environment</li> </ul>
Observe and talk about changes in themselves and their families over time. CD-9g	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h	<ul style="list-style-type: none"> <li>• Song: Seasons; Precipitation; Sun Blues</li> <li>• Book: That’s What I Like, A Book About Seasons</li> <li>• Summer</li> <li>• Spring</li> <li>• Fall</li> <li>• Winter</li> <li>• Clouds</li> <li>• Weather</li> </ul>
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>SCIENTIFIC EXPLORATION AND KNOWLEDGE</b>	
<b>Goal CD-10: Children observe and describe characteristics of living things and the physical world.</b>	
Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Button</li> <li>• Sort</li> <li>• Size</li> <li>• Simple Shapes</li> <li>• Insects</li> <li>• Touch</li> <li>• Sight</li> <li>• Spiders</li> </ul>
Notice and react to the natural world and the outdoor environment. CD-10l	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Seasons; Four Ecosystems</li> <li>• Books: That’s What I Like, A Book About Seasons; Where In the World Would You Go Today?</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Desert</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>Goal CD-10: Children observe and describe characteristics of living things and the physical world <i>continued</i>.</b>	
Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m	<ul style="list-style-type: none"> <li>• Songs: Food From Plants; Plants Are Growing; Water</li> <li>• Books: Follow the Apples; Mela’s Water Pot</li> <li>• Sun</li> <li>• Water</li> </ul>
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o	<ul style="list-style-type: none"> <li>• Songs: Seasons; Sun Blues; The Moon; Precipitation</li> <li>• Books: That’s What I Like, A Book About Seasons; Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> <li>• Clouds</li> </ul>
Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-10p	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-10q	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation; I Am Part of All I See</li> <li>• Pollution and Recycling</li> </ul>
<b>Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11n	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Observe a Simple System</li> </ul>
Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-11o	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> </ul>
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>

<b>SOUTH CAROLINA STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<p>Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations <i>continued</i>.</p>	
<p>Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q</p>	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>
<p>Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> </ul>
<p>Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-11s</p>	<ul style="list-style-type: none"> <li>• Create Your Own Environment</li> <li>• Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians</li> </ul>
<p>Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
<p>Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u</p>	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>



**PRE-READING**

**Sing a Rhyme Songs & Books**

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

**Informational Books**

Opposites, Pairs, Watch the Woolly Worm

**Read with Me Books**

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

**Decodable Books**

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

**BASIC READING**

**Traditional Tales**

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

**Informational Books**

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

**Readable Books (Read or Record)**

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen) Titles

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

### Sentence Dictation Titles

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



## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

### Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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



## PARENT PORTAL RESOURCES

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

## SAMPLE CATEGORIES AND ACTIVITIES

### Educational Activities

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

### Art

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

### Healthy & Safety

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

### Helpful Hints

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

### Holidays

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

### Reading

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

### Math & Science

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

### Social and Emotional Learning

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

### Social Studies

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

### Technology

Going on an Alphabet Sound Hunt!

### Coloring Printables

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

### Printables

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

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

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

## WATERFORD MENTOR

*Waterford Mentor is a secure website where Waterford UPSTART families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.*

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

