

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*South Dakota  
Early Learning  
Guidelines*

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## *This document provides a detailed correlation of WATERFORD UPSTART to the SOUTH DAKOTA EARLY LEARNING GUIDELINES.*

### 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 Dakota 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.*



SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<b>STANDARD 1: SELF-CONCEPT AND SELF-CONFIDENCE</b>	
Children demonstrate a positive self-concept and self-confidence in play and everyday tasks.	
1. Identify themselves by name.	<ul style="list-style-type: none"> <li>• What’s Your Name?</li> <li>• My Family</li> </ul>
2. Describe themselves using several basic descriptors, such as gender and physical features.	<ul style="list-style-type: none"> <li>• Book: Mine</li> </ul>
3. Take pride in accomplishments.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> </ul>
4. Adjust to new situations.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> </ul>
5. Separate easily from family member or familiar caregiver.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
6. Demonstrate self-efficacy by exerting independence in play situations and during regular routines.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> </ul>
<b>STANDARD 2: REGULATING EMOTIONS</b>	
Children demonstrate an ability to understand and regulate their emotions in play and everyday tasks.	
1. Use words to express their needs, wants, and feelings, as well as to identify the emotions of others.	<ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>
2. Demonstrate knowledge that there are different ways of showing feelings.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>
3. Recognize they can do things to change the way they feel and how others feel.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>
<b>STANDARD 3: RESPECT AND APPRECIATION OF SIMILARITIES AN DIFFERENCES</b>	
Children respect others and recognize and appreciate their similarities and differences in play and everyday tasks.	
1. Express ways in which others are similar and different, such as eye color, gender, and favorite activities.	<ul style="list-style-type: none"> <li>• Build Knowledge; Mine</li> </ul>
2. Play with a variety of children, regardless of gender, race, or ability.	<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>
3. Recognize that everyone has emotions and that other people may not feel the same way they do about everything.	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Gooley Mud</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
Children respect others and recognize and appreciate their similarities and differences in play and everyday tasks <i>continued.</i>	
4. Demonstrate caring and concern for others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
5. Respect the rights and property of others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
<b>STANDARD 4: PRO-SOCIAL BEHAVIORS AND COOPERATION</b>	
Children demonstrate pro-social behaviors, social competence, and participate cooperatively as members of a group in play and everyday tasks.	
1. Develop positive relationships with peers and trusted adults.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Where's Papa?</li> <li>• Find Me!</li> <li>• Lost and Found</li> </ul>
2. Participate in group routines, and transition smoothly from one activity to the next.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Soup's On!</li> </ul>
3. Use materials purposefully and respectfully and participate in cleaning up and putting away materials.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Do I Have To?</li> <li>• Soup's On!</li> </ul>
4. Defend self while respecting the rights of others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
5. Identify qualities that make a good friend.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
6. Play independently, in pairs, and cooperatively in small groups.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Find Me!</li> <li>• Where's Papa?</li> </ul>
7. Initiate play and know how to enter into a group of children who are already involved in play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Marmot Basket</li> </ul>
8. Take turns, share, and be courteous to others, using words such as "thank you," "please," and "excuse me."	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>APPROACHES TO LEARNING</b>	
<b>STANDARD 1: CURIOSITY AND EAGERNESS</b>	
Children demonstrate curiosity and eagerness in play and everyday tasks.	
1. Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.	<ul style="list-style-type: none"> <li>Mama’s Melody</li> </ul>
2. Ask questions to find answers and wonder why.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> </ul>
3. Demonstrate eagerness to find out more about other people and to discover new things in the environment.	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> </ul>
<b>STANDARD 2: INITIATIVE AND PERSISTENCE</b>	
Children demonstrate initiative and persistence in play and everyday tasks.	
1. Demonstrate persistence by working toward completing tasks, and sustain attention and focus on activities.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instructions.
2. Select and engage in activities, moving independently from one activity to another, and demonstrate self-direction when making choices.	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready. Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instructions.
3. Demonstrate self-help skills, including selecting toys and materials to use in activities and returning them when finished.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> <li>Do I Have To?</li> </ul>
<b>STANDARD 3: PROBLEM SOLVING AND REFLECTION</b>	
Children use problem solving and reflection in play and everyday tasks.	
1. Attempt several different strategies when encountering difficulty during daily routines or in the use of materials.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Problem Solving Strategies</li> </ul>
2. Demonstrate satisfaction or delight when solving a problem or completing a task.	<ul style="list-style-type: none"> <li>Squirrel’s Sketches</li> </ul>
3. Demonstrate thinking skills and verbal problem-solving skills. (Use self-talk and thinking aloud to solve problems.)	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
4. Demonstrate resiliency and coping skills when faced with challenges.	Waterford Early Learning helps children build persistence and resiliency by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
5. Seek help from adults and peers when needed.	<ul style="list-style-type: none"> <li>Lost and Found</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 4: INVENTION AND IMAGINATION</b>	
Children use invention and imagination in play and everyday tasks.	
1. Explore and experiment with a wide variety of materials and activities.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
2. Make independent decisions about materials to use in order to express individuality.	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>
3. Develop creative solutions in play and daily situations.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> <li>• Pretend Play</li> </ul>
4. Engage in fantasy play, taking on pretend roles with real or imaginary objects.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>
5. Use imagination to try new ways of doing things and work with materials in creative ways.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
<b>LANGUAGE AND LITERACY</b>	
<b>STANDARD 1: READING</b>	
Through their explorations, play, and social interactions, children use skills and strategies to get meaning from print.	
1. Demonstrate motivation, interest and enjoyment in books, reading, and acting out stories while engaged in play.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Pretend Play</li> </ul>
2. Demonstrate book handling skills, such as holding a book right-side up, and turning pages from front to back.	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, This Little Piggy, Jack and Jill, or Itsy, Bitsy Spider—feature graphics that imitate pages turning.
3. Recognize familiar environmental print, such as “STOP” signs, and realize it has meaning.	When the student’s Waterford session is finished, a stop sign displays with narrator comment, “Your turn is finished, you’ve done a great job.”
4. Retell a story from a familiar book and relate it to real-life experiences.	<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>• Connect to Me</li> </ul>
5. Make predictions of next steps in a story.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> </ul>
6. Demonstrate knowledge that a symbol can represent something else (e.g., a word can stand for an object, a name for a person, a picture for the real object.)	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Letters Make Words</li> </ul>
7. Recognize own first name in print.	<ul style="list-style-type: none"> <li>• What’s Your Name?</li> </ul>
8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where is the Sound?</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Through their explorations, play, and social interactions, children use skills and strategies to get meaning from print <i>continued</i>.</p>	
<p>9. Identify at least 10 letters of the alphabet, especially those in their own name.</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Distinguish Letters</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• What's Your Name?</li> </ul>
<p>10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Distinguish Letters</li> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> <li>• Letters Make Words</li> </ul>
<p><b>STANDARD 2: WRITING</b></p>	
<p>Through their explorations, play, and social interactions, children use writing and drawing as means of communication.</p>	
<p>1. Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.</p>
<p>2. Demonstrate understanding that their spoken words can be represented with written letters/symbols as they dictate</p>	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letters Make Words</li> <li>• Distinguish Letters</li> </ul>
<p>3. Use scribbling and drawing to represent their ideas, then begin to use letters and developmental or invented spelling of words to communicate messages.</p>	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Print Concepts</li> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>
<p>4. Attempt to write their own names using a variety of materials.</p>	<ul style="list-style-type: none"> <li>• What's Your Name?</li> </ul>
<p>5. Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> <li>• Look, Listen, and Match</li> </ul>
<p><b>STANDARD 3: LISTENING AND PHONOLOGICAL AWARENESS</b></p>	
<p>Through their explorations, play, and social interactions, children listen, identify and respond to environmental sounds, directions, and conversations, and have phonological awareness.</p>	
<p>1. Listen and respond to conversations with adults and other children during play.</p>	<p>Social Emotional videos model multiple back and forth conversations, initiated and responded to, by different characters.</p>
<p>2. Identify sounds and words in their daily environment.</p>	<ul style="list-style-type: none"> <li>• Common Sounds</li> <li>• Getting Started With Sounds</li> </ul>
<p>3. Listen attentively to books and stories.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>



SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Through their explorations, play, and social interactions, children listen, identify and respond to environmental sounds, directions, and conversations, and have phonological awareness <i>continued</i>.</p>	
<p>4. Repeat familiar songs, rhymes, and phrases from favorite storybooks.</p>	<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> </ul>
<p>5. Demonstrate understanding of an increasingly rich vocabulary.</p>	<p>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.</p>
<p>6. Follow simple directions with two or more steps.</p>	<ul style="list-style-type: none"> <li>• While interacting with Waterford Early Learning children listen to and follow multi-step directions.</li> </ul>
<p>7. Recognize some rhyming sounds.</p>	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words song</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<p>8. Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g. clapping out each syllable of pup-py, di-no-saur.)</p>	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>
<p>9. Identify words that begin with the same sound from a small group of words.</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
<p>10. Repeat spoken word when requested.</p>	<ul style="list-style-type: none"> <li>• Phonological Awareness and Phonics activities ask students to "Say it with me."</li> </ul>
<p><b>STANDARD 4: SPEAKING/COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT</b></p>	
<p>Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.</p>	
<p>1. Play with the sounds of language, repeating rhymes, songs, poems and finger plays.</p>	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words song</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<p>2. Use an increasingly rich vocabulary.</p>	<p>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.</p>
<p>3. Demonstrate motivation to communicate in play and everyday activities.</p>	<p>Social Emotional videos model conversations, communicating in play and everyday activities.</p>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Through their explorations, play, and social interactions, children successfully communicate for multiple purposes <i>continued</i>.</p>	
<p>4. Provide meaningful responses to questions and pose questions to learn new information or clarify ideas.</p>	<p>Question and response conversations within Waterford's Social Emotional provides examples for students to ask and answer questions.</p>
<p>5. Use complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication.</p>	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
<p>6. Initiate and engage in conversation and discussions with adults and other children.</p>	<p>Social Emotional videos model conversations and discussions between various characters.</p>
<p>7. Tell real or imaginary stories that have a recognizable beginning, middle, and end.</p>	<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>• Sum Up, Remember Order</li> <li>• Describe Characters</li> <li>• What Comes Next?</li> <li>• Real or Make-believe</li> </ul>
<p><b>STANDARD 5: LEARNING NEW LANGUAGES</b></p>	
<p>Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in a language other than their home language.</p>	
<p>1. Name at least one example of a language other than their home language.</p>	<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>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in a language other than their home language <i>continued.</i></p>	
<p>2. Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“good-bye” in Spanish) or use sign language to express a greeting.</p>	<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>
<p>3. Listen to peers and adults speaking in English to learn new information, and show some understanding of the language.</p>	<p>ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.</p>
<p>4. Engage in nonverbal communication with those who speak a language other than their native languages.</p>	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
<p>5. Play with the sounds and intonation of the English language as well as their home languages.</p>	<p>Waterford Early Learning provides Native Language Support. When this feature is enabled and students click Repeat during an activity, they hear the instructions in their primary language and then they hear the instructions again in English.</p>
<p>6. Identify names of common objects in the environment.</p>	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
<p>7. Use simple words and phrases to communicate with adults and other children.</p>	<ul style="list-style-type: none"> <li>Song: I Touch My Nose Like This</li> </ul>
<p><b>MATHEMATICS</b></p>	
<p><b>STANDARD 1: NUMBER SENSE AND OPERATIONS</b></p>	
<p>Through their explorations, play, and social interactions, children count with understanding, and use numbers to tell how many, describe order, and compare.</p>	
<p>1. Counts by ones to 10 and higher.</p>	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Counting Songs</li> <li>Order Numbers</li> <li>Number Instruction</li> </ul>
<p>2. Count the number of items in a group of up to 10 objects and know that the last number tells how many.</p>	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Make and Count Groups</li> <li>Match Numbers</li> <li>Number Recognition and Sense</li> <li>One-to-one Correspondence</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Through their explorations, play, and social interactions, children count with understanding, and use numbers to tell how many, describe order, and compare <i>continued</i>.</p>	
<p>3. Verbally count backward from 5.</p>	<ul style="list-style-type: none"> <li>• Song: Counting Backward</li> <li>• Counting Back</li> <li>• Count Down</li> </ul>
<p>4. Look at a group of up to 4 objects and quickly see and say the number of objects.</p>	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>
<p>5. Recognize and name numerals 1 to 5.</p>	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> </ul>
<p>6. Compare two groups (containing up to 5 objects each) and describe them using comparative words, such as: more, less, fewer, or equal.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Make and Count Groups</li> <li>• Number Recognition and Sense</li> </ul>
<p>7. Use and understand the terms first, last, and first through fifth.</p>	<ul style="list-style-type: none"> <li>• Song: Sequencing Events; Monster Trucks</li> <li>• First, Next, Last</li> <li>• First, Middle, Last</li> <li>• Order Numbers</li> </ul>
<p>8. Separate a collection of 10 items into 2 equal groups.</p>	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> </ul>
<p>9. Give up to 5 items when requested.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> </ul>
<p><b>STANDARD 2: SHAPES/GEOMETRY</b></p>	
<p>Through their explorations, play, and social interactions, children identify and describe simple geometric shapes (circle, triangle, rectangle) and show an awareness of their position in relation to other objects.</p>	
<p>1. Recognize and name circle, triangle, and rectangle (which includes square).</p>	<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>• Circle, Square, Triangle, Rectangle</li> </ul>
<p>2. Build and describe two-dimensional shapes, such as making circles and triangles with blocks and play dough.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> </ul>
<p>3. Recognize that a shape remains the same shape when it changes position.</p>	<ul style="list-style-type: none"> <li>• Song: Congruent Parts</li> <li>• Congruence</li> <li>• Similar Figures</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Through their explorations, play, and social interactions, children identify and describe simple geometric shapes (circle, triangle, rectangle) and show an awareness of their position in relation to other objects <i>continued.</i></p>	
<p>4. Sort and match objects with the same shape and size, and lay an object of the same shape and size on top of another to show they are the same.</p>	<ul style="list-style-type: none"> <li>• Songs: Congruent Parts; All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Congruence</li> <li>• Similar Figures</li> <li>• Sort</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<p>5. Make a picture by combining shapes.</p>	<ul style="list-style-type: none"> <li>• Song: Congruent Parts</li> <li>• Tangrams</li> </ul>
<p>6. Take a shape apart (decompose) to make new shapes, such as finding two triangles in a square.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> <li>• Similar Figures</li> </ul>
<p>7. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, and next to.</p>	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</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> </ul>
<p>8. Create two-dimensional shapes and three-dimensional structures that have symmetry.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> <li>• Similar Figures</li> </ul>
<p><b>STANDARD 3: MEASUREMENT</b></p>	
<p>Through their explorations, play, and social interactions, children identify and compare the attributes of length, volume, weight, time, and temperature and use the tools needed to measure them.</p>	
<p>1. Compare length and other attributes of objects, using the terms bigger, longer, and taller.</p>	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Length</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>
<p>2. Compare two objects by placing one on top of another and indicate which object takes up more space.</p>	<ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> <li>• Size</li> <li>• Order Size</li> </ul>
<p>3. Arrange objects in order according to characteristics or attributes, such as height.</p>	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size; Large, Larger, Largest</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>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Through their explorations, play, and social interactions, children identify and compare the attributes of length, volume, weight, time, and temperature and use the tools needed to measure them <i>continued</i>.</p>	
<p>4. Identify and use measurement tools, such as ruler, scales, measuring cups, thermometer, clock, and calendar.</p>	<ul style="list-style-type: none"> <li>• Songs: Clock Hands; Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Calendar</li> <li>• Tell Time</li> </ul>
<p><b>STANDARD 4: MAKING SENSE OF DATA</b></p>	
<p>Through their explorations, play, and social interactions, children classify, organize, represent, and use information to ask and answer questions.</p>	
<p>1. Sort objects onto a large graph according to one attribute, such as size, shape, or color.</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Size</li> <li>• Simple Shapes</li> </ul>
<p>2. Name the category that has the most, least, or the same on a large graph.</p>	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> </ul>
<p>3. Gather information to answer questions of interest.</p>	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Problem Solving Strategies</li> </ul>
<p><b>STANDARD 5: PATTERNS/ALGEBRA</b></p>	
<p>Through their explorations, play, and social interactions, children identify, repeat, and describe simple patterns using concrete objects.</p>	
<p>1. Sort, classify, and order objects by size and other properties.</p>	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size; Large, Larger, Largest</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>
<p>2. Identify simple patterns in the context of play or daily activities (such as block, car, block, car) and use patterns to describe relationships between objects, such as (car follows block.)</p>	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB, ABB, ABC</li> <li>• Logic Game</li> </ul>
<p>3. Predict, repeat, and extend a simple pattern in the context of play or daily activities (dish, spoon, dish, spoon.)</p>	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB, ABB, ABC</li> <li>• Logic Game</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SCIENCE</b>	
<b>STANDARD 1: SCIENCE AS INQUIRY</b>	
As a result of their explorations and participation in simple investigations through play, children demonstrate their understanding of and ability to use scientific inquiry.	
1. Express wonder, ask questions, and make simple predictions, such as whether an object will sink or float.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
2. Observe and use senses to explore materials and their environment both indoors and outdoors.	<ul style="list-style-type: none"> <li>• Songs: Five Senses; I Am Part of All I See; Seasons</li> <li>• Book: That's What I Like, A Book About Seasons</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</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>
3. Use simple tools and measuring devices, such as balance scales, thermometers, and rulers to explore the environment.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> </ul>
<b>STANDARD 2: PHYSICAL SCIENCE</b>	
As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties, position, and motion of objects in the environment.	
1. Observe and use words to describe physical changes, such as a solid turning to a liquid.	<ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Solid and Liquid</li> </ul>
2. Identify similarities and differences of objects.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> </ul>
3. Compare and sort materials according to one or more properties.	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size; Large, Larger, Largest</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>
4. Explore ways to move objects, such as pushing or pulling and can describe these motions.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 3: LIFE SCIENCE</b>	
As a result of their explorations and participation in simple investigations through play, children develop an understanding of characteristics, life cycles, and environments of living things.	
1. Observe and classify living things as animals or plants and use words to describe them.	<ul style="list-style-type: none"> <li>• Song: Plant or Animal</li> <li>• Plant or Animal</li> </ul>
2. Demonstrate knowledge that living things have basic needs, such as food, water, and air.	<ul style="list-style-type: none"> <li>• Songs: Water, Food From Plants</li> <li>• Book: Mela’s Water Pot</li> <li>• Water</li> <li>• Sun</li> <li>• Food From Plants</li> </ul>
3. Demonstrate knowledge that plants, animals, and humans live in environments that support their needs, such as fish living in water.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Seasons</li> <li>• Book: That’s What I Like, A Book About Seasons</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> <li>• Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians</li> </ul>
4. Recognize that living things, including themselves, change and grow throughout their life cycles.	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Amphibians</li> <li>• Observe a Simple System</li> </ul>
<b>STANDARD 4: EARTH AND SPACE SCIENCE</b>	
As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties of earth materials, objects in the sky, and changes in the earth and sky.	
1. Explore the properties of earth materials, such as sand and water, through play.	<ul style="list-style-type: none"> <li>• Song: Water</li> <li>• Water</li> <li>• Materials</li> </ul>
2. Name objects in the sky, including sun, moon, clouds, and stars.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon; Precipitation</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>
3. Describe differences between night and day.	<ul style="list-style-type: none"> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>
4. Recognize and describe current conditions and changes in the weather.	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>
5. Observe and describe basic changes in the seasons.	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like, a Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>



SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 5: SCIENCE AND TECHNOLOGY</b>	
As a result of their explorations and participation in simple investigations through play, children develop an understanding about science and technology, and the ability to distinguish between natural objects and objects made by humans.	
1. Use tools/objects in the environment to solve problems or complete tasks.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
2. Use the computer and other technology, if available, to explore how their actions can cause an effect.	Activities in Waterford Early Learning feature animated effects that are determined by student response.
3. Identify some objects as being found in nature and others as made by people.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Science Investigation</li> </ul>
<b>STANDARD 6: SCIENCE, ENVIRONMENT, AND SOCIETY</b>	
As a result of their explorations and participation in simple investigations through play, children demonstrate an awareness of and respect for the environment and how it can be changed. Children demonstrate an understanding that people use science to explore the world and answer questions.	
1. Demonstrate care and respect for the environment.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Pollution Rap</li> <li>• Pollution and Recycling</li> </ul>
2. Demonstrate knowledge that their actions and actions of others can change the environment.	<ul style="list-style-type: none"> <li>• Song: Pollution Rap</li> <li>• Pollution and Recycling</li> </ul>
3. Recognize ways to recycle and reuse materials.	<ul style="list-style-type: none"> <li>• Pollution and Recycling</li> </ul>
4. Demonstrate understanding that everyone can use science to explore and solve problems.	<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> </ul>
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>	
<b>STANDARD 1: HEALTH AND SAFETY</b>	
Children demonstrate healthy habits and safe practices.	
1. Recognize and identify nutritious foods.	<ul style="list-style-type: none"> <li>• Food From Plants</li> </ul>
2. Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Build Knowledge: The Germs</li> </ul>
3. Know how and when to alert adults to dangerous situations.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
4. Recognize basic safety symbols, including stop signs, red lights, and poison symbols.	When the student’s Waterford session is finished, a stop sign displays and the narrator comments, “Your turn is finished. You’ve done a great job.”
5. Follow street, vehicle, and bike safety rules, such as looking both ways before crossing and using car safety seats and bike helmets.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
6. Know how to respond safely in emergency situations, such as a fire or tornado, and in the presence of strangers or dangerous objects.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 2: GROSS MOTOR</b>	
Children engage in play and movement to develop gross (large) motor skills.	
1. Participate in play and movement activities and describe how physical activity contributes to their overall health (“Exercise helps make me strong!”).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
2. Demonstrate locomotor skills by walking, running, hopping, galloping, marching, and climbing.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
3. Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> <li>• Baby’s Ballet</li> </ul>
4. Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
5. Demonstrate increasing body strength and endurance in play and movement experiences.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>STANDARD 3: FINE MOTOR</b>	
Children engage in play and interesting experiences to develop fine (small) motor skills.	
1. Participate in play and movement activities that enhance fine motor development.	The use of Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
2. Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.	The daily use of a touch pad or mouse develops eye-hand coordination.
3. Practice self-help skills, such as buttoning, zipping, and snapping.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
4. Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
<b>THE CREATIVE ARTS</b>	
<b>STANDARD 1: VISUAL ARTS</b>	
Children use a variety of art materials for enjoyment and self-expression and demonstrate an appreciation for art.	
1. Use a variety of materials for constructing, painting, drawing, and sculpting.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
2. Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
3. Describe experiences, ideas, emotions, people, and objects represented in their artwork.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.
4. Use words to describe their artwork in terms of color, line, shape, space, and texture.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Children use a variety of art materials for enjoyment and self-expression and demonstrate an appreciation for art <i>continued</i>.</p>	
<p>5. Demonstrate value and respect for their own artwork and that of their peers.</p>	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> </ul>
<p>6. Show appreciation for a variety of artwork, including that of their own culture and community, as well as others.</p>	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>
<p><b>STANDARD 2: MUSIC</b></p>	
<p>Children engage in a variety of musical activities for enjoyment and self-expression and demonstrate an appreciation for music.</p>	
<p>1. Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.</p>	<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> <li>• ABC Songs</li> </ul>
<p>2. Use music to communicate and express feelings, ideas, and experiences.</p>	<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> <li>• ABC Songs</li> </ul>
<p>3. Notice and imitate changes in vocal and instrumental music (high and low, loud and soft, etc.)</p>	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama’s Melody</li> </ul>
<p>4. Show appreciation for a variety of music, including that of their own culture and community as well as others.</p>	<p>Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p>
<p><b>STANDARD 3: CREATIVE MOVEMENT</b></p>	
<p>Children engage in a variety of creative movement activities for enjoyment and self-expression and demonstrate an appreciation for various forms of expressive movement.</p>	
<p>1. Participate in a variety of creative movement experiences, which could include dance and rhythmic activities.</p>	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<p>2. Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.</p>	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<p>3. Use movement to communicate and express feelings, ideas, and experiences.</p>	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<p>4. Respond and move to the beat, tempo, and dynamics of music.</p>	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<p>5. Show appreciation for a variety of expressive movement, including that of their own culture and community, as well as others.</p>	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 4: DRAMATIC PLAY</b>	
Children engage in pretend play for enjoyment and self-expression and demonstrate an appreciation for various forms of dramatic expression.	
1. Participate in a variety of spontaneous, imaginative play experiences alone or with others and create and engage in increasingly detailed and extended scenarios in their dramatic play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>
2. Use dramatic play to communicate and express feelings, ideas, and experiences.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>
3. Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> <li>• Real or Make-believe</li> </ul>
4. Use materials and props to represent objects in creative play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
5. Show appreciation for a variety of dramatic experiences from their own culture and community as well as others, including storytelling, puppetry, and theater.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>
<b>SOCIAL STUDIES</b>	
<b>STANDARD 1: FAMILIES/CULTURES</b>	
Through their explorations, play, and social interactions children demonstrate an understanding of self, families, and cultures.	
1. Identify themselves as individuals and as belonging to a family.	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> </ul>
2. Describe what a family is and roles that family members can play.	<ul style="list-style-type: none"> <li>• My Family</li> </ul>
3. Share family traditions and daily routines and demonstrate interest in learning about the traditions of others.	<ul style="list-style-type: none"> <li>• Soup’s On</li> </ul>
4. Demonstrate understanding that there are diverse families and cultures and all have value.	<ul style="list-style-type: none"> <li>• Sing Around the World songs</li> <li>• Book: Jose Three; Tortillas, Tortillas; Fourteen Camel Caravan; Nineteen Around the World; Mela’s Water Pot</li> </ul>
<b>STANDARD 2: COMMUNITY/CIVICS</b>	
Through their explorations, play, and social interactions children demonstrate an understanding of what it means to be a participating member of groups and communities.	
1. Demonstrate confidence in expressing individual opinions and thoughts.	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooley Mud; I Hate Peas!</li> </ul>
2. Demonstrate respect for the thoughts and opinions of others, even when different from their own.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, respect, and initiative.
3. Demonstrate understanding that communities are composed of groups of people who live, play, or work together and can identify communities to which they belong.	<ul style="list-style-type: none"> <li>• Books: Mr. Mario’s Neighborhood; Moving Day</li> <li>• My Family</li> <li>• Clubhouse</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Through their explorations, play, and social interactions children demonstrate an understanding of what it means to be a participating member of groups and communities <i>continued.</i></p>	
<p>4. Participate in creating and following rules and routines.</p>	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Party Time</li> </ul>
<p>5. Take responsibility for simple tasks that contribute to the well being of the group.</p>	<ul style="list-style-type: none"> <li>• Soup’s On!</li> </ul>
<p><b>STANDARD 3: HISTORY/TIME</b></p>	
<p>Through their explorations, play, and social interactions children demonstrate an understanding of the passage of time and how the past influences their future.</p>	
<p>1. Describe past, current and future events.</p>	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<p>2. Describe their day and coming activities in terms of daily routines (first we..., then we...).</p>	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<p>3. Describe how a past event relates to something happening currently or in the future.</p>	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<p>4. Share stories or pictures about themselves in the past.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p>
<p><b>STANDARD 4: GEOGRAPHY/PLACES, PEOPLE, AND ENVIRONMENTS</b></p>	
<p>Through their explorations, play, and social interactions children demonstrate an awareness of their physical environment and its impact on daily living.</p>	
<p>1. Describe where they live and where others live in relationship to them.</p>	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• Create Your Own Environment</li> </ul>
<p>2. Identify various living environments, such as farm, ranch, city, town, and country.</p>	<ul style="list-style-type: none"> <li>• Books: One Day on the Farm; Eight at the Lake; Milton’s Mittens; Where In the World Would You Go Today?; Follow the Apples; Mela’s Water Pot; Mr. Mario’s Neighborhood</li> <li>• Create Your Own Environment</li> </ul>
<p>3. Describe familiar places in their environment, such as house, classroom, park, lake, or river.</p>	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• Clubhouse</li> <li>• Water Sources</li> <li>• Create Your Own Environment</li> </ul>
<p>4. Draw or build representations of familiar places with a variety of materials.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p>
<p>5. Identify various weather conditions and seasons and how they affect what we wear and what we do.</p>	<ul style="list-style-type: none"> <li>• Song: Seasons</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>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>
<p>6. Name natural resources, such as water, soil, clean air, and trees; how they help us; and how we can be good stewards of the environment.</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Water; Pollution Rap</li> <li>• Water</li> <li>• Pollution and Recycling</li> <li>• Food From Plants</li> </ul>

SOUTH DAKOTA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STANDARD 5: ECONOMICS</b>	
Through their explorations, play, and social interactions children demonstrate an understanding of how people work together to grow, produce, distribute, and consume goods and services that meet their wants and needs.	
1. Identify several community helpers and the services they provide.	<ul style="list-style-type: none"> <li>• Book: Play Ball</li> </ul>
2. Describe source of familiar foods, such as milk, apples, and eggs.	<ul style="list-style-type: none"> <li>• Book: Follow the Apples; I Want to Be a Scientist Like Jane Goodall</li> </ul>
3. Express knowledge that money can be used to purchase goods.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
4. Demonstrate understanding that people work to earn money to provide for their families and buy what they need.	<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.*

